

Rtl and Gifted- Oregon City Schools



Welcome!

Presenter-
Sylvia St. Cyr
Hamilton County ESC
Region 5 OAGC Governing Board Representative
PARCC Educator Leader Cadre member
ODE Advisory Committee- Ohio Gifted Rules Revision
Certified NWEA MAP administrator



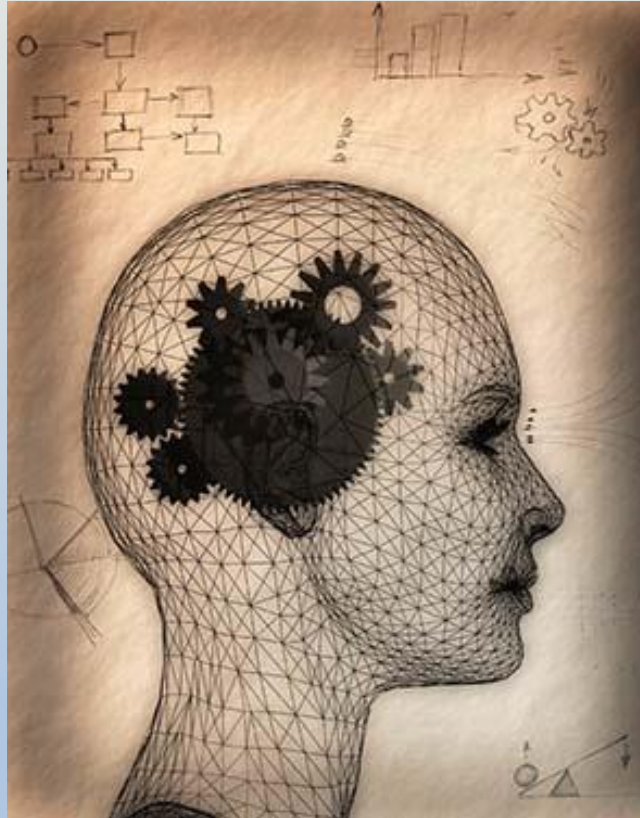
Housekeeping

- Restrooms
 - Lunch
 - Format
 - Sign for regrouping

Rtl and Gifted Learning Overview

- What is gifted?
- What are the types of gifted students?
- What is Rtl and Gifted?
- Why Rtl and Gifted?
- How does differentiation fit into the Rtl model for Gifted?
- What are some quick and strategic supports at the different levels?

What do we mean by gifted?



National Association for Gifted Children

What's the National definition?

National Association For Gifted Children (NAGC)

Gifted individuals are those who demonstrate outstanding levels of aptitude (defined as an exceptional ability to reason and learn) or competence (documented performance or achievement in top 10% or rarer) in one or more domains. Domains include any structured area of activity with its own symbol system (e.g., mathematics, music, language) and/or set of sensorimotor skills (e.g., painting, dance, sports).

Who is Gifted in Ohio?

- Superior Cognitive Ability
- Specific Academic Ability
(Reading, Writing, Mathematics, Science, Social Studies)
- Creative Thinking Ability
- Visual or Performing Arts Ability



Characteristics of Various Areas of Giftedness

VISUAL/PERFORMING ARTS

- ♦ outstanding in sense of spatial relationships
- ♦ unusual ability for expressing self feelings, moods, etc., through art, dance, drama, music
 - ♦ good motor coordination
 - ♦ exhibits creative expression
- ♦ desire for producing "own product" (not content with mere copying)
 - ♦ observant

LEADERSHIP

- ♦ assumes responsibility
- ♦ high expectations for self and others
- ♦ fluent, concise self-expression
- ♦ foresees consequences and implications of decisions
- ♦ good judgement in decision making
- ♦ likes structure
- ♦ well liked by peers
- ♦ self-confident
- ♦ organized

CREATIVE THINKING

- ♦ independent thinker
- ♦ exhibits original thinking in oral and written expression
 - ♦ comes up with several solutions to a given problem
 - ♦ possesses a sense of humor
 - ♦ creates and invents
 - ♦ challenged by creative tasks
 - ♦ improvises often
- ♦ does not mind being different from the crowd

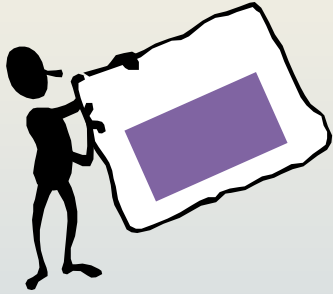
GENERAL INTELLECTUAL ABILITY

- ♦ formulates abstractions
- ♦ processes information in complex ways
 - ♦ observant
- ♦ excited about new ideas
 - ♦ enjoys hypothesizing
 - ♦ learns rapidly
- ♦ uses a large vocabulary
 - ♦ inquisitive
 - ♦ self-starter

SPECIFIC ACADEMIC ABILITY

- ♦ good memorization ability
- ♦ advanced comprehension
- ♦ acquires basic-skills knowledge quickly
 - ♦ widely read in special-interest area
- ♦ high academic success in special-interest area
- ♦ pursues special interests with enthusiasm and vigor

You Decide...



Gifted, Creative or Bright?

- Remembers the answers.
- Is interested.
- Is attentive.
- Generates advanced ideas.
- Works hard to achieve.
- Answer the questions in detail.
- Performs at the top of the group.
- Responds with interest and opinions.
- Learns with ease.
- Needs 6 to 8 repetitions to master.
- Comprehends at a high level.
- Enjoys the company of age peers.
- Understands complex, abstract humor.
- Grasps the meaning.
- Completes assignments on time.
- Is receptive.
- Is accurate and complete.
- Enjoys school often.
- Absorbs information.
- Is a technician with expertise in a field.
- Memorizes well.
- Is highly alert and observant.
- Is pleased with own learning.
- Gets A's.
- Is able.



Gifted, Creative or Bright?

- Poses unforeseen questions.
- Is curious.
- Is selectively mentally engaged.
- Generates complex, abstract ideas.
- Knows without working hard.
- Ponders with depth and multiple perspectives.
- Is beyond the group.
- Exhibits feelings and opinions from multiple perspectives.
- Already knows.
- Needs 1 to 3 repetitions to master.
- Comprehends in-depth, complex ideas.
- Prefers the company of intellectual peers.
- Creates complex, abstract humor.
- Infers and connects concepts.
- Initiates projects and extensions of assignments.
- Is intense.
- Is original and continually developing.
- Enjoys self-directed learning.
- Manipulates information.
- Is an expert who abstracts beyond the field.
- Guesses and infers well.
- Anticipates and relates observations.
- Is self-critical.
- May not be motivated by grades.
- Is intellectual.



Gifted, Creative or Bright?

- Sees exceptions.
- Wonders.
- Daydreams; may seem off task.
- Overflows with ideas, many of which will never be developed.
- Plays with ideas and concepts.
- injects new possibilities.
- Is in own group.
- Shares bizarre, sometimes conflicting opinions.
- Questions: What if...
- Questions the need for mastery.
- Comprehends in-depth, complex ideas.
- Prefers the company of creative peers but often works alone.
- Relishes wild, off-the-wall humor.
- Makes mental leaps: Aha!
- Initiates more projects that will ever be completed.
- Is independent and unconventional.
- Is original and continually developing.
- Enjoys creating.
- Improvises.
- Is an inventor and idea generator.
- Creates and brainstorms well.
- Is intuitive.
- Is never finished with possibilities.
- May not be motivated by grades.
- Is idiosyncratic.



Bright “teacher’s pet”

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Creative....they will push the envelope for assignments, etc.

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Gifted... not always an easy student to deal with

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- Is curious.
- Is selectively mentally engaged.
- Generates complex, abstract ideas.
- Knows without working hard.
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- Guesses and infers well.
- Anticipates and relates observations.
- Is self-critical.
- May not be motivated by grades.
- Is intellectual.



Atypical Gifted Behaviors



- May not be motivated by grades
- May seem to be off-task, disinterested, or bored
- Is reluctant to do rote assignments
- Questions everything, including authority
- May be self-critical and fear failure
- Exhibits “wild, off the wall” humor
- Tends to dominate others
- Overflows with ideas
- May prefer to work independently
- Appears stubborn
- Exhibits emotional sensitivity
- Tends to turn in messy papers
- Appears to be a slow starter
- Is reluctant to move to a new task

How might atypical behaviors interfere with classroom management?



Profiles of Gifted Students

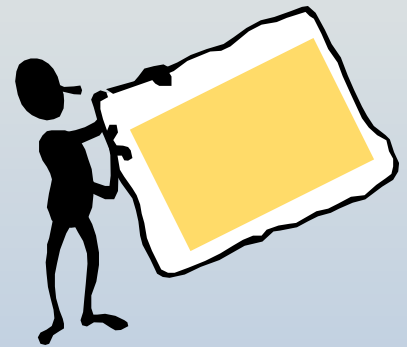
“The Success-fuls”

- Complacent
- Dependent
- Good academic self-concept
- Fear of failure
- Extrinsic motivation
- Self-critical
- Works for the grade
- Unsure about the future
- Eager for approval
- Entity view of intelligence

Gifted and Talented Students

Profiles:

- ☐ Feelings Attitudes and Behaviors
- ☐ Needs
- ☐ Adult and Peer Perceptions
- ☐ Identification
- ☐ Home Support
- ☐ School Support





*Hide not your talents. They for use
were made. What's a sundial in the
shade?*

– Benjamin Franklin

The Twice Exceptional

- Learned helplessness
- Intense frustration & anger
- Mood disorders
- Prone to discouragement
- Work to hang on
- Poor academic self-concept
- Don't see themselves as successful
- Poor academic self concept
- Don't know where to belong

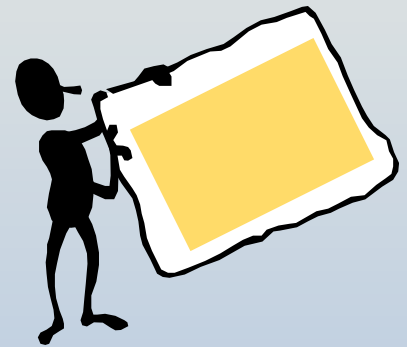
Who is this?

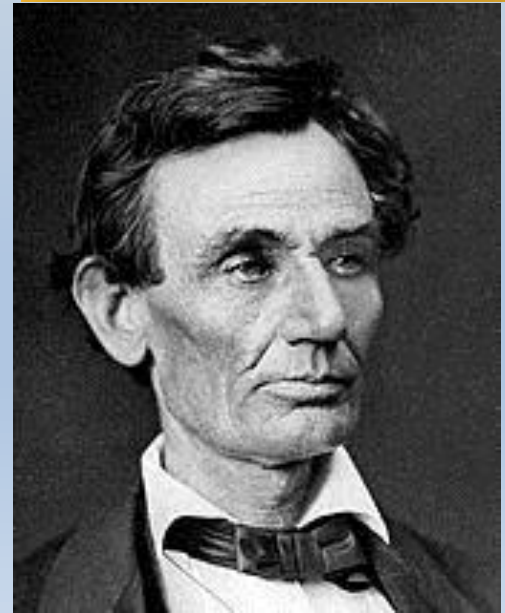
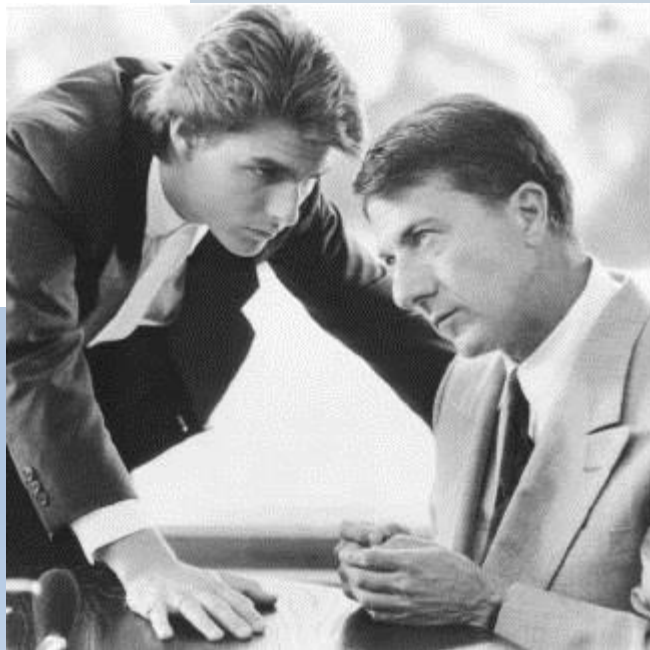
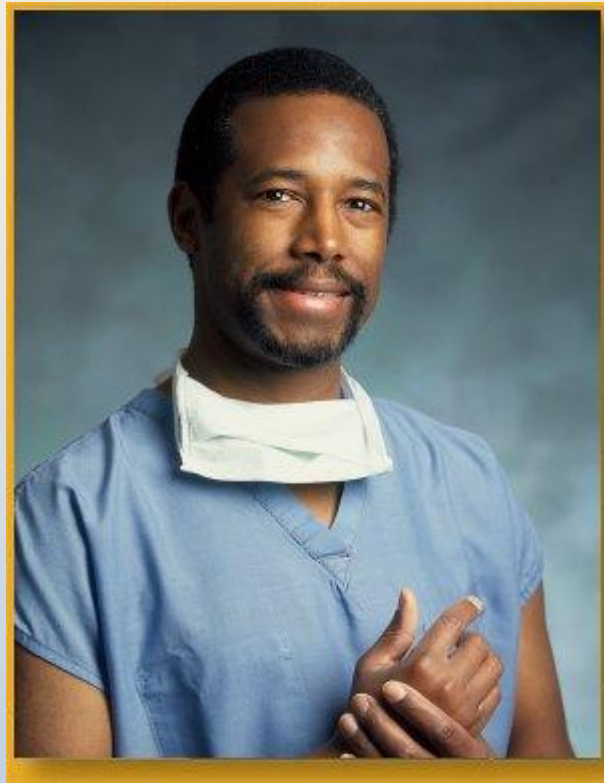
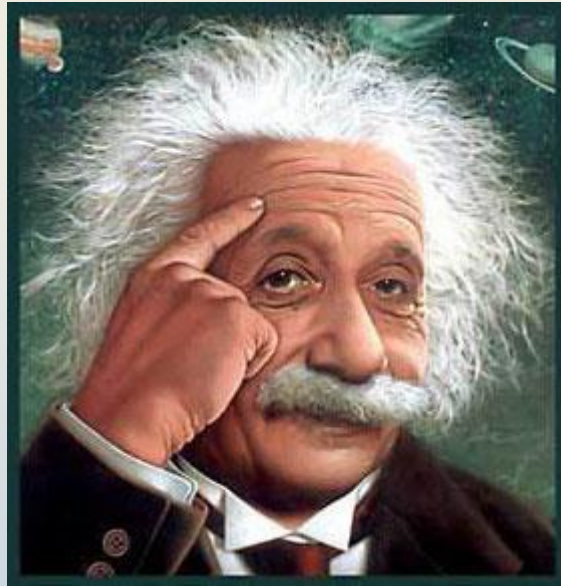


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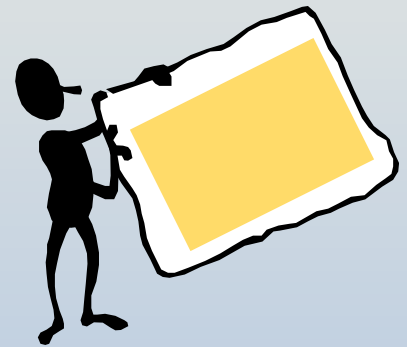
The Creatives

- Highly creative
- Bored & frustrated
- Fluctuating self-esteem
- Impatient & defensive
- Heightened sensitivity
- Uncertain about social roles
- More psychologically vulnerable
- Strong motivation to follow inner convictions
- Wants to right wrongs
- High tolerance for ambiguity
- High Energy

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*We hope for nonconformists among
you, for your sake, for the sake of the
nation, for the sake of humanity. –*

Theologian Paul Tillich, told to graduating university
class (1957)

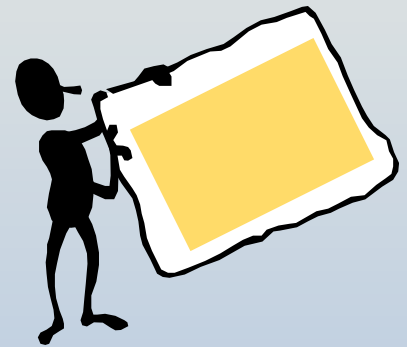
The Undergrounds

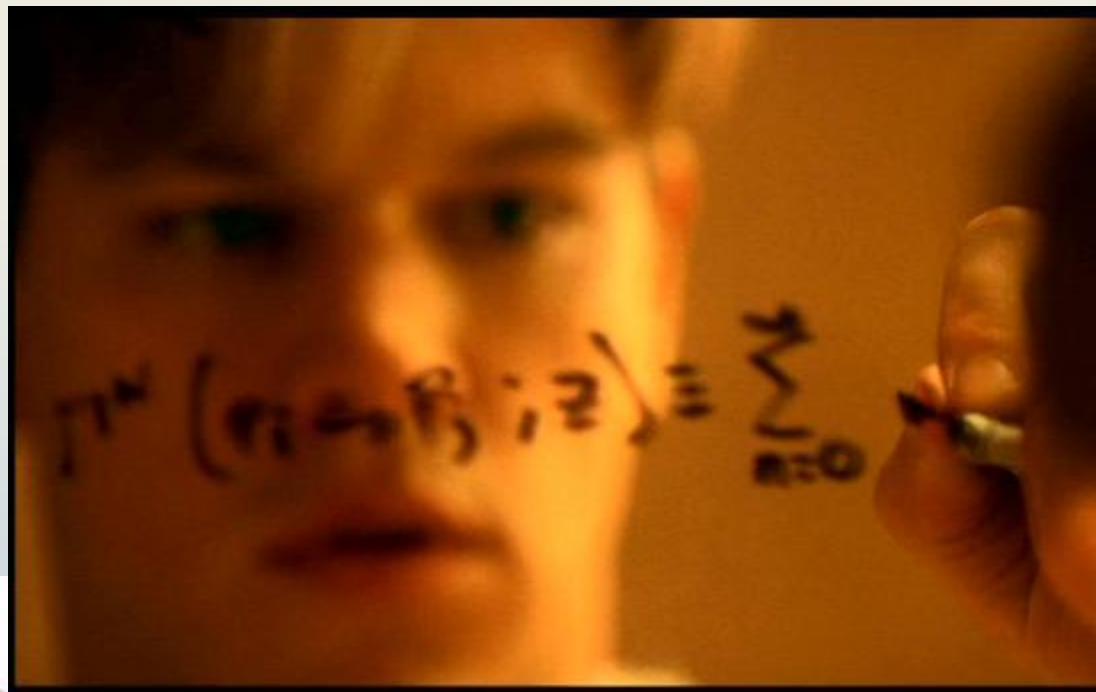
- Desire to belong socially
- Feel Unsure & Pressured
- Conflicted, Guilty & Insecure
- Unsure of their right to their emotions
- Diminished sense of self
- Ambivalent about achievement
- Internalize & personalize societal ambiguities & conflicts
- View some achievement behaviors as betrayal of their social group

Gifted and Talented Students

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I do not feel obliged to believe that the same God who has endowed us with sense, reason, and intellect has intended us to forgo their use.

– Galileo Galilei

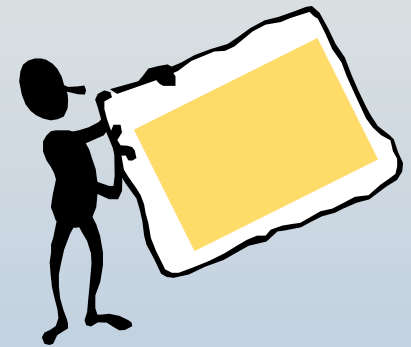
The At Risks

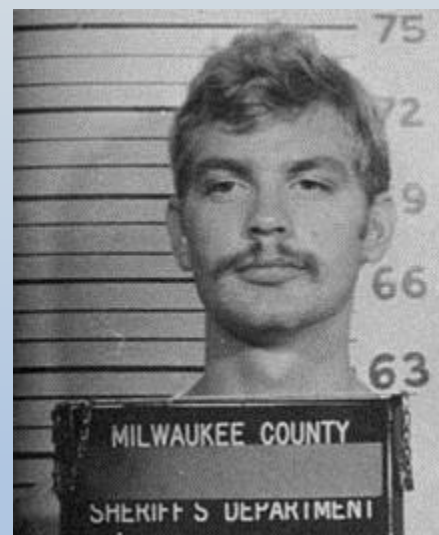
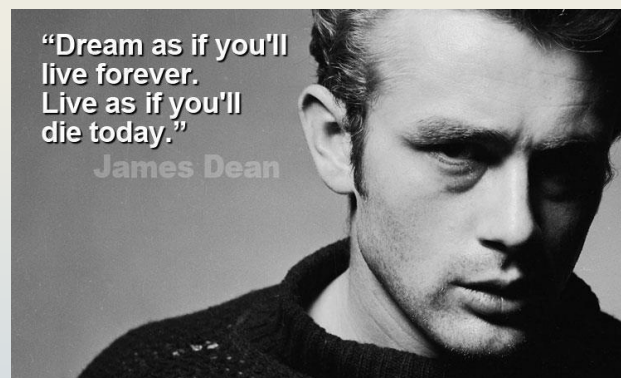
- Resentful & Angry
- Depressed
- Reckless & Manipulative
- Poor self-concept
- Defensive
- Unrealistic expectations
- Unaccepted
- Resistive to authority
- Not motivated for teacher driven rewards
- *A subgroup is antisocial*

Gifted and Talented Students

Profiles:

- ☐ Feelings Attitudes and Behaviors
- ☐ Needs
- ☐ Adult and Peer Perceptions
- ☐ Identification
- ☐ Home Support
- ☐ School Support





He never pays attention, he always knows the answer, and he can never tell you how he knows. We can't keep thrashing him. He is a bad example to the other pupils. There's no educating a smart boy.

– Terry Pratchett, [Thief of Time](#)

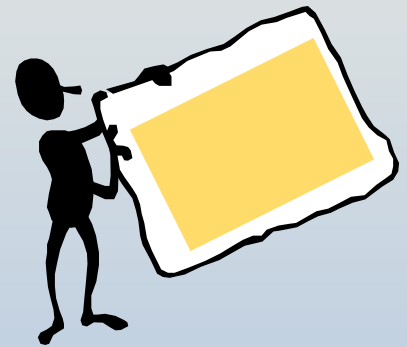
The Autonomous Learners

- Self-confident
- Self-accepting
- Hold incremental view of ability
- Optimistic
- Intrinsically motivated
- Ambitious & excited
- May not view academics as one of their highest priorities
- Willing to fail and learn from it
- Shows tolerance and respect for others

Gifted and Talented Students

Profiles:

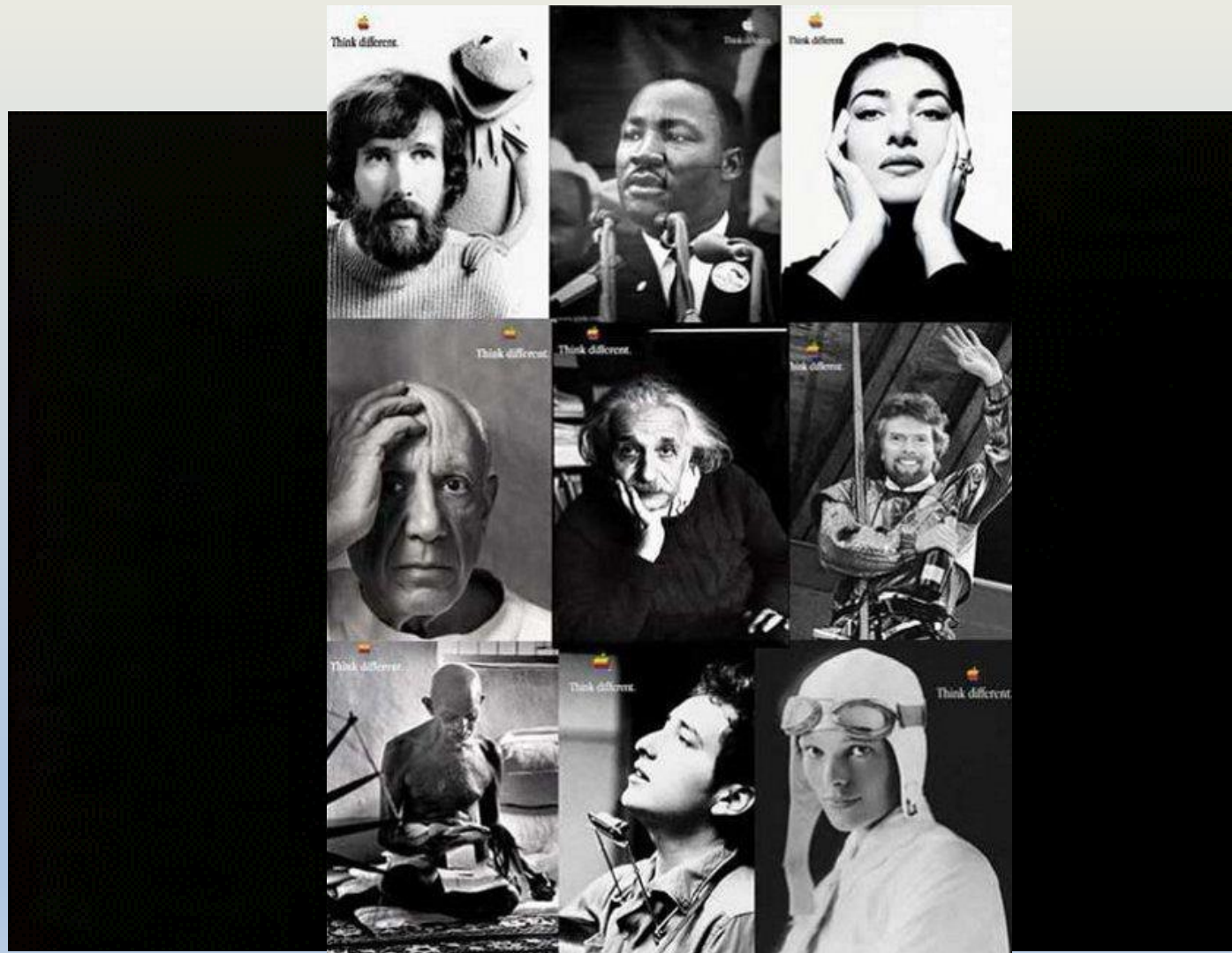
- ☐ Feelings Attitudes and Behaviors
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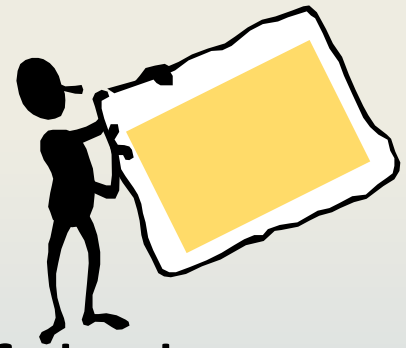


....we see genius....

The Crazy Ones...



Reflection....

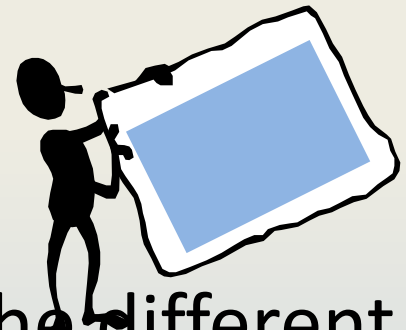


How might this information be helpful when discussing profiles with:

- Counselors?
- Parents?
- Students?

How might it be helpful when considering school and home support?

3 Minute Buzz...



Continue to skim the handouts for the different types of gifted students.

Highlight key ideas/noteables

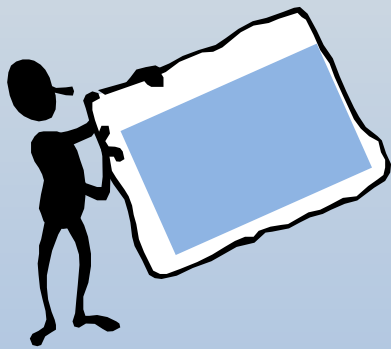
Using you insights, complete the 3 minute buzz reflection sheet.

Be ready to share your Buzz insights with your table mates.



So what is education like for the gifted students?

- Myths that reveal the truth...



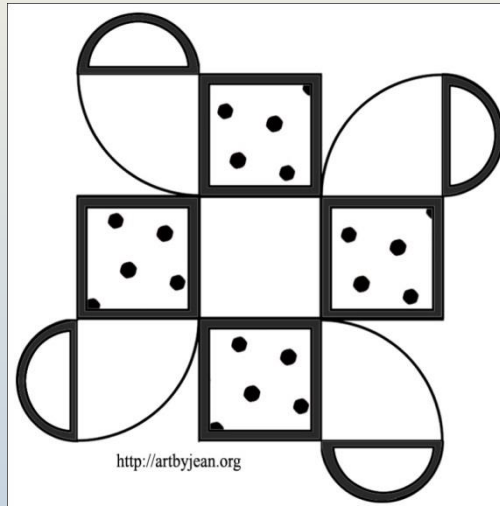
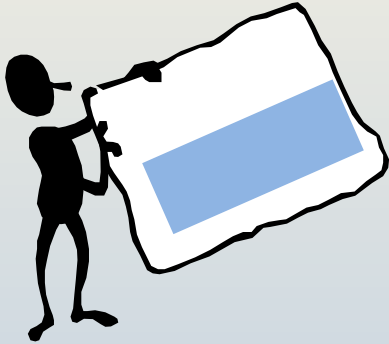
Top 10 Myths in Gifted Education.flv



Myths in Gifted Education: NAGC Research support debunking

1. Gifted students don't need help.
2. Gifted kids are just fine with the regular curriculum.
3. We need the gifted kids in our classes to provide role modeling for other students.
4. All children are gifted.
5. Acceleration is harmful.
6. Gifted Education programs are elitist.
7. She can't be gifted. She gets poor grades.
8. This child has disabilities. He can't be gifted.
9. We offer enough support for gifted students with AP classes, etc.
10. Gifted education requires abundant resources.

Think Dot Debrief



Think Dot Debrief:

- Which myth resonated the most with you and why?
- Do any of the myths seem to be true for you, contrasting what the video suggest? Discuss.
- Did the students from the video mirror some of the profiles we previously discussed? If so, how?
- How will you use the organizer for the different types of students?
- Which behaviors listed on the organizers are the most challenging to deal with?
- How would you respond to a parent, child, teacher, etc. who implies that providing something different for gifted/advanced students is elitist?

Break time



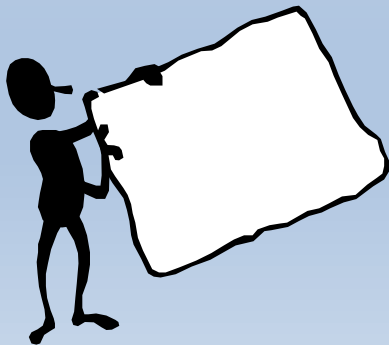
All day pd's

Getting' em' back from breaks is kinda like...



What do you think of when you hear the term Rtl and gifted?

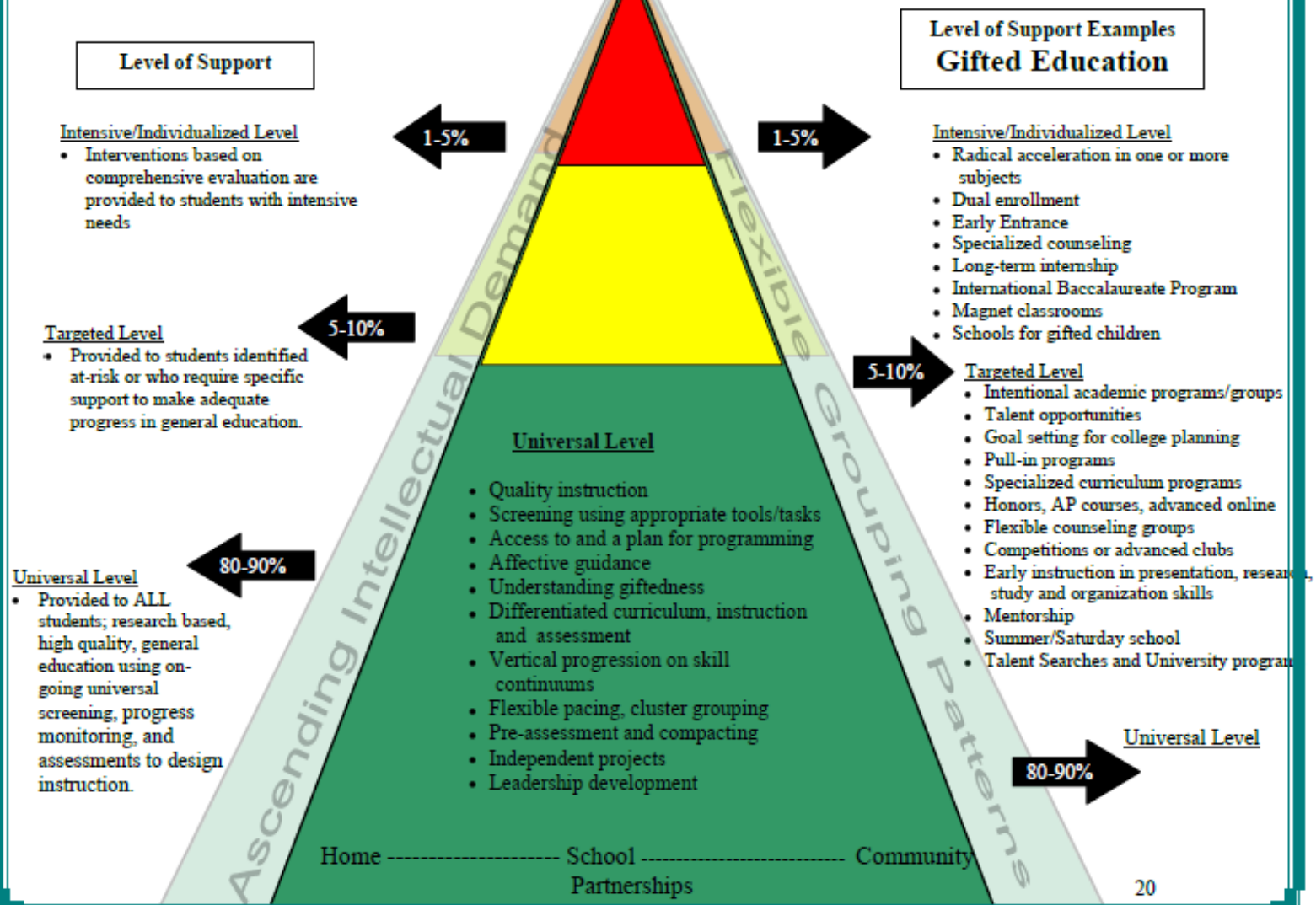
Response to Intervention
and
Gifted and Talented Education



What do the experts say?



Colorado School-wide System for Student Success



"Collaboration and systemic responsiveness supporting learning and growth for all students"

RtI

Response to
Intervention

Targeted Options

Individually
designed
interventions
for students
who have a
high likelihood
of academic
failure.

Selected Options

Supplemental
options
provided for
small groups
who have not
met
benchmarks to
reduce the
potential of
long term
failure.

Universal
Options

Options
provided to all
students through
core curriculum,
differentiated
instruction,
progress
monitoring.

Enhance
success and
reduce barriers
for vast majority
of students.

Selected Options

Supplemental
options provided
for small groups
who meet
benchmarks
early or quickly to
increase
likelihood of
continued
progress.

Targeted Options

Individually
designed
interventions for
students who
exceed
expectations
and need
extensions or
acceleration

1-2% of
Students:

-3

10-15% of
Students:

-2

-1

70-80% of
Students:

0

+1

10-15% of
Students:

+2

1-2% of
Students:

+3

Mean = 0 Deviations + or -

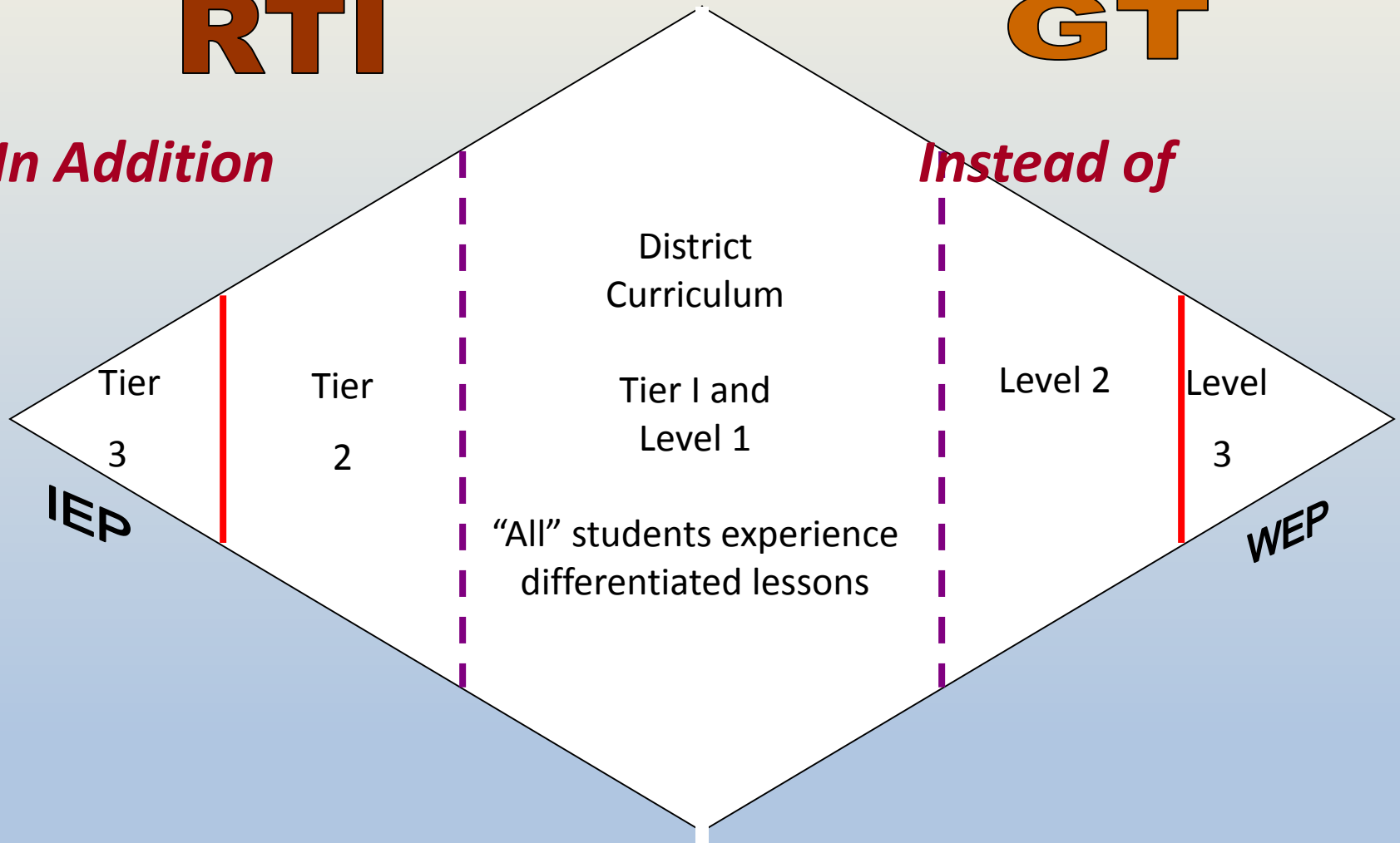


RTI

GT

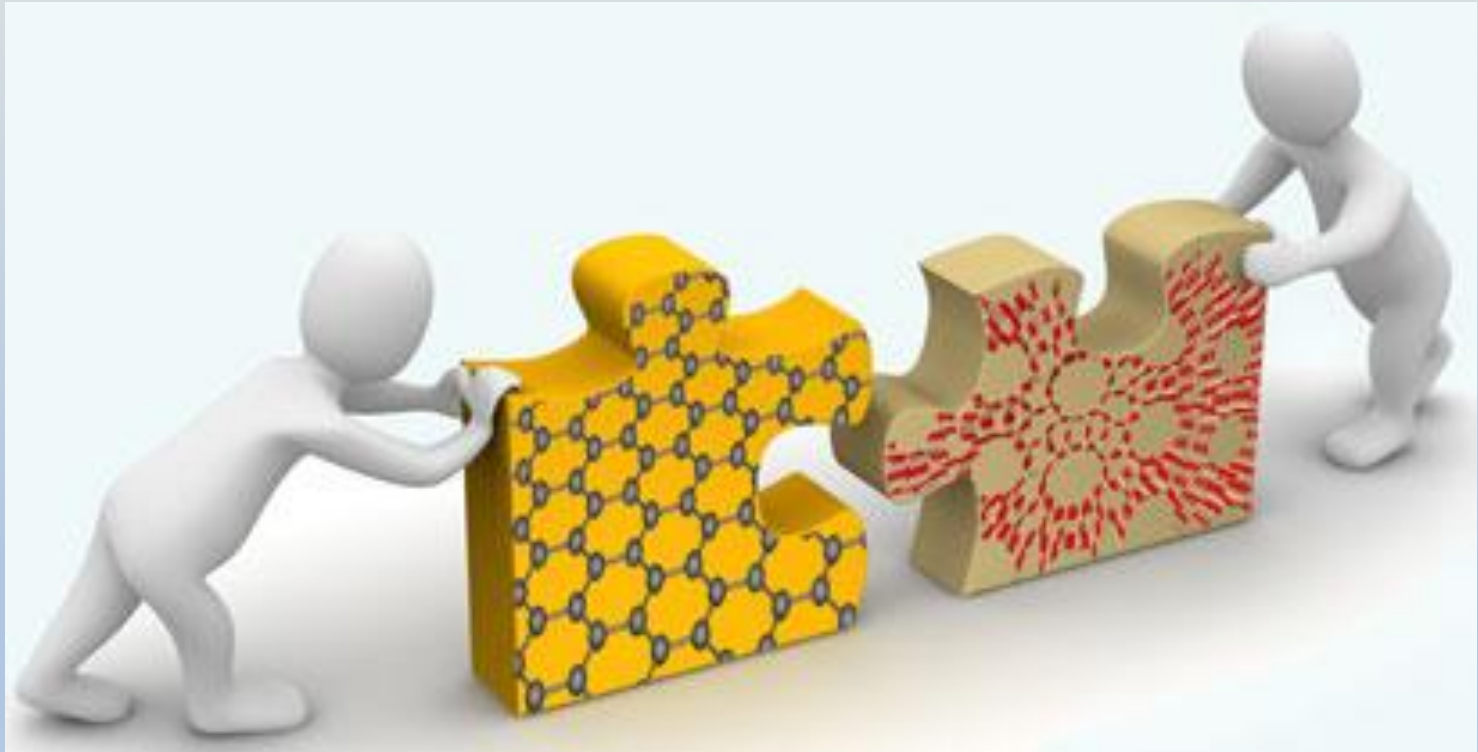
In Addition

Instead of



Universal Screening

Reflective Jigsaw Discussion Activity



The RtI Principle	Traditional Gifted Education	Gifted Education Within Rt I
Tiered system of interventions	The more intense the needs, the more intense and long-term the instructional intervention and the more different the learning environment; many “one-size fits all” programs vs. services	Scaffolding support that starts with differentiation in Tier I, targeted support for strengths in Tier II, and individualized supports in Tier III (formal identification may take place here)

Rtl Principle	Traditional Gifted Education	Gifted Education Within Rtl
Early intervention	Supporting learners in the general education program, with formal identification at grades two or three	Recognizing ability within a nurturing system regardless of label and providing early support to develop potential for all learners

RtI Principle	Traditional Gifted Education	Gifted Education Within RtI
Universal Screening	Establishing scores that students would reach in order to be placed in the “talent pool”	Establishing scores that students would reach that indicate a need for differentiated and advanced instruction

RtI Principle	Traditional Gifted Education	Gifted Education Within Rt/
Fidelity of intervention	Reviewing and evaluating programming to examine parental and student satisfaction and effectiveness of program	Reviewing and evaluating programming to ensure that the student actually receives instruction geared to his/her particular needs—not a “one-size fits all” program; using student outcome data to show that growth has taken place

RtI Principle	Traditional Gifted Education	Gifted Education Within RtI
Progress Monitoring	Using some pre-assessment and curriculum compacting to allow students to show mastery	Documenting student progress with a goal of providing the appropriate level of instruction to match the student's strengths, interests and pace of learning

RtI Principle	Traditional Gifted Education	Gifted Education Within Rt/
Professional Development	Providing specific, research-based interventions that are appropriate for the needs of the child	Providing specific strategies of acceleration, enrichment, and differentiation that are effective with gifted learners

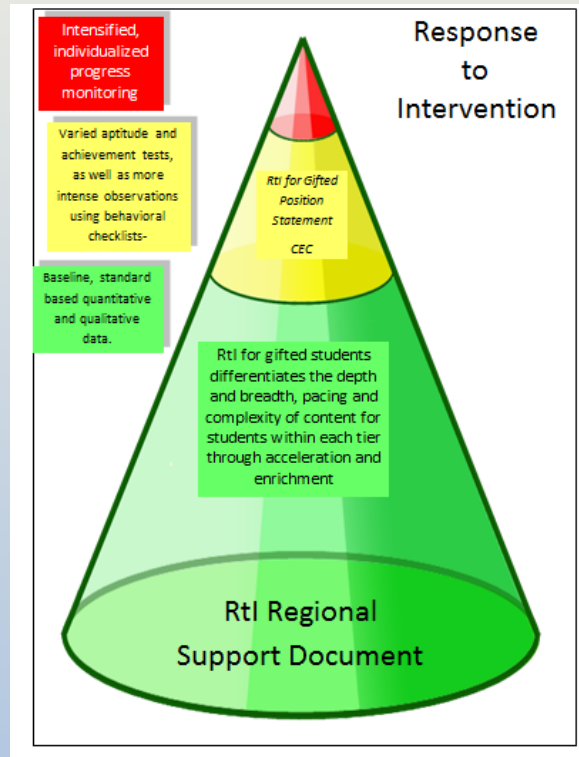
RtI Principle	Traditional Gifted Education	Gifted Education Within RtI
Collaborative Structure	Collaborating when needed and when time permits	Collaborating between gifted, special and general education teachers to identify and serve high achieving students in need of differentiated services; providing greater opportunities for twice-exceptional students

RtI Principles	Traditional Gifted Education	Gifted Education Within RtI
Parental Involvement	Sharing information with and from families to look at achievement levels and effectiveness of interventions	Collaborating with families to look at achievement levels and effectiveness of interventions; building targeted interventions based on information regarding each student's interest areas and areas of strength

Ohio's Rtl and Gifted Work

Rtl and Gifted:

From Theory
into Practice for
Ohio Public
School Districts



Laurie Frank- Sycamore Community Schools

Sylvia St. Cyr- Hamilton County ESC

Rachel Searcy- Oak Hills Local Schools

Rtl for Gifted Students

**From
Theory...**

Our
team's
process

Assessment
tool

Resource
tools for your
journey

into practice



Dr. Coleman
University of North
Carolina
Chapel Hill

OAGC Conference

HCESC	<ul style="list-style-type: none">• Gifted Coordinators• RtI Specialists
Oak Hills Local School District	<ul style="list-style-type: none">• RtI Specialist• District Administrators
Sycamore Community School District	<ul style="list-style-type: none">• Gifted Coordinator• RtI Specialist
Ohio Department of Education	<ul style="list-style-type: none">• Gifted Education Specialist

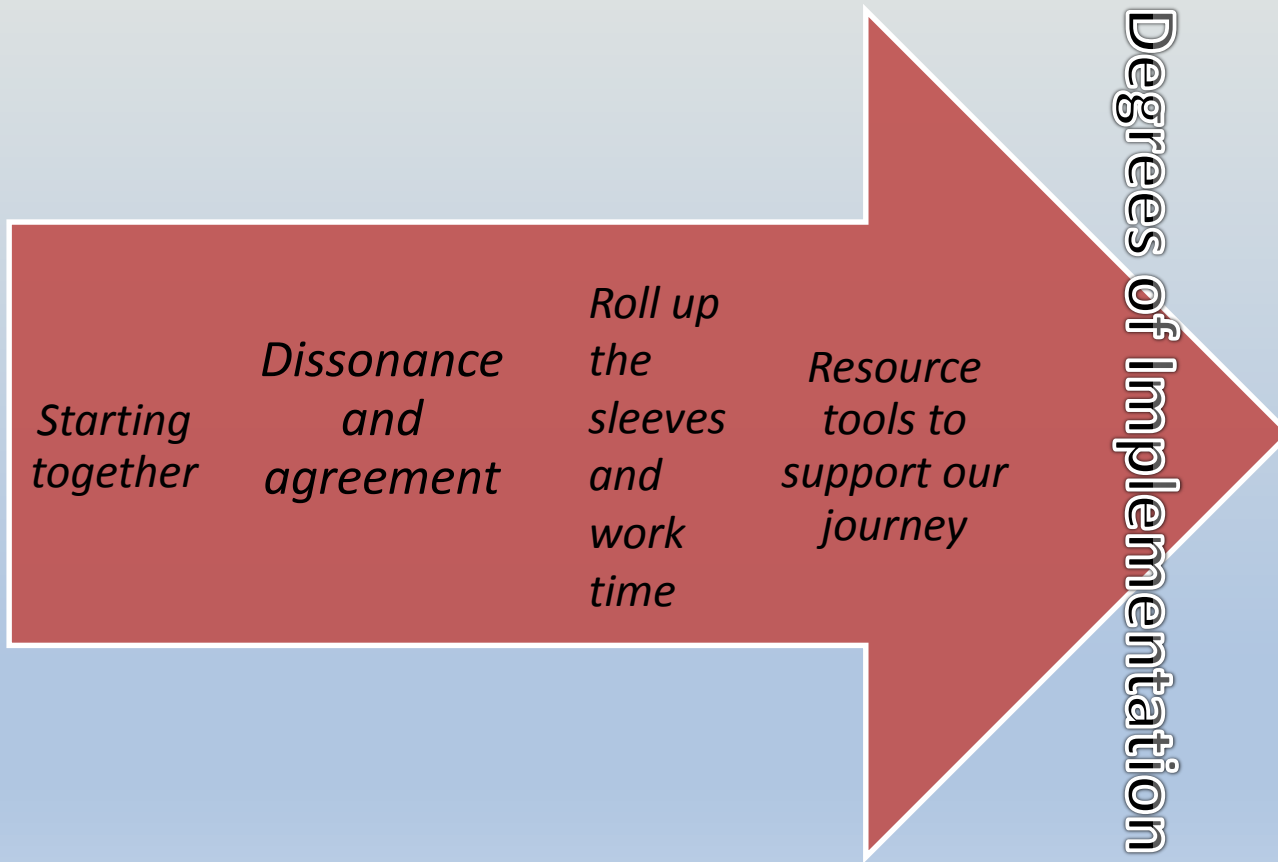
Planning Team-Who

Rtl and gifted is
not an
oxymoron!!!

What was the vision of the group?



What were our outcomes?



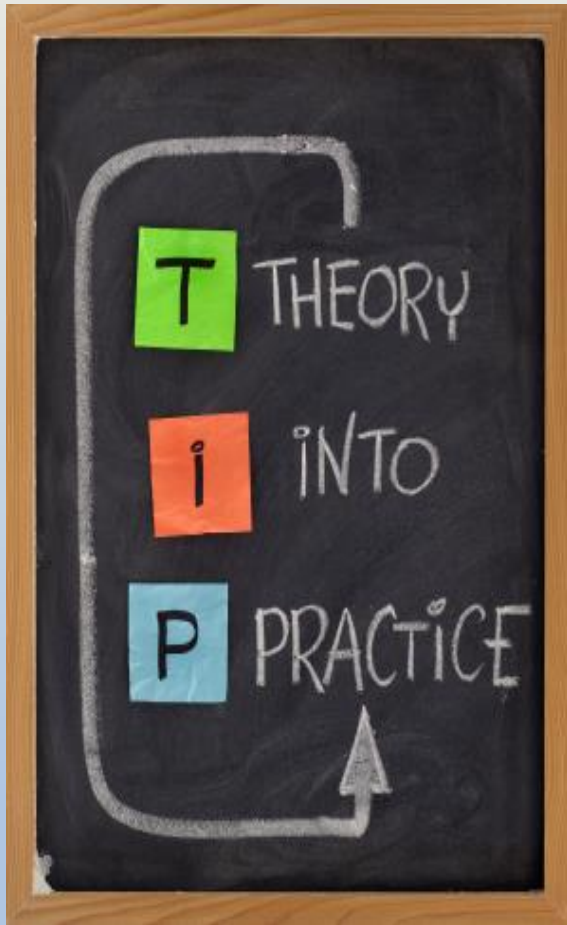
Where are you in your thinking? Self-assess...

Assessing Your Readiness for Implementing RtI in Serving Students who are Gifted

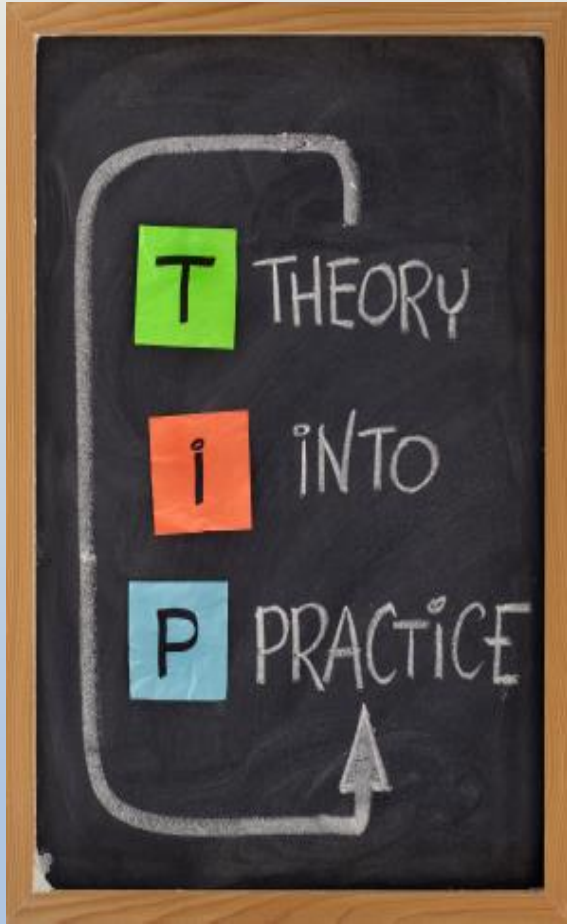
(Adapted from *Assessing your school's RtI model*, Susan K. Johnson)

Indicators of RtI Implementation	Not Present	Starting To move	Making good progress	Well established
School's/District's RtI model is flexible				
Staff view of RtI is for ALL students, not merely at-risk, students with disabilities				
School embraces a model that focuses on problem solving				
Services at each level are based upon student need rather than on student labels, sub-group designation				
School collects data on students' strengths as well as weaknesses				
Student data/information is collected frequently and/or on a regular basis				
Assessments have an adequate ceiling so that ALL student growth can be measured				
Comprehensive assessments evaluate both students' strengths and areas of needs				
Above-grade-level materials & assessments are available at each tier (especially for gifted students)				
Common core is differentiated and rigorous enough for gifted & academically advanced students to demonstrate their strengths				
Students may receive both intervention (ex. ESL, Title 1) and gifted education services				
Differentiation occurs at each tier				

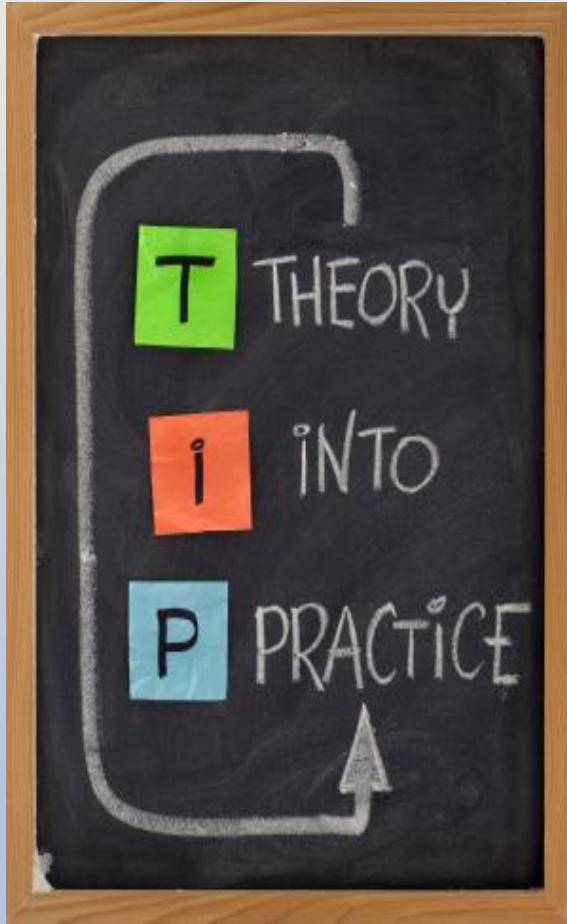
Acceleration into above-grade-level content is supported/facilitated				
Opportunities are provided for students to pursue their interests				
Individual learning plans are maintained for academically advanced, gifted, and/or gifted students with disabilities or English language acquisition needs				
RtI teams include educators with expertise in gifted education, gifted intervention specialists				
Administrators support inclusion of gifted or academically advanced students in the RtI model				
All teachers receive professional development that includes information about advanced students and evidence-based strategies in gifted education to meet student needs				



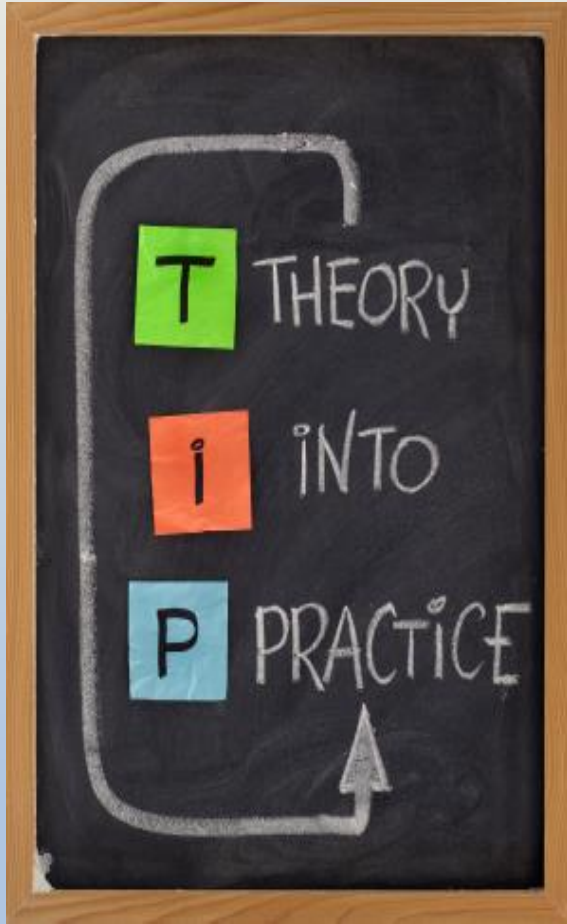
Theory into practice: The challenges and myths



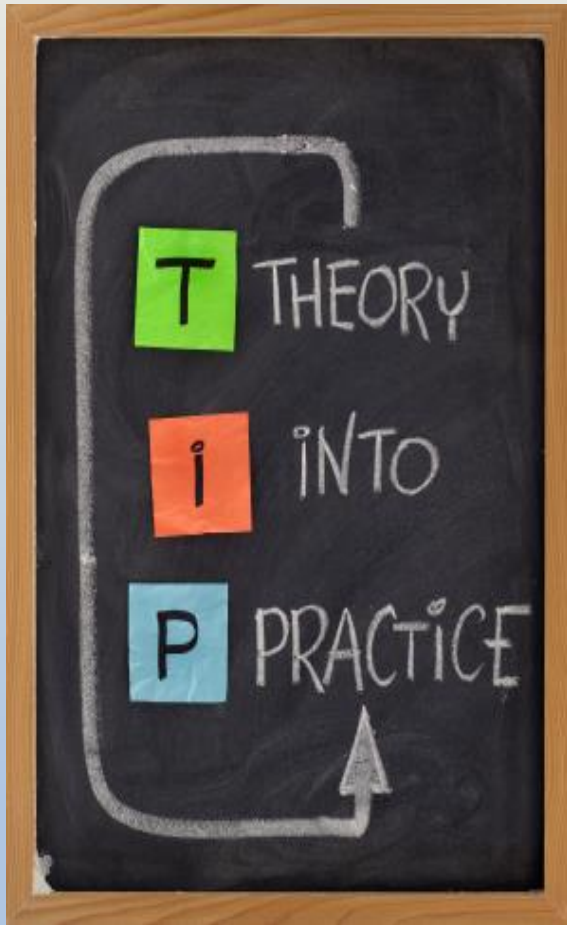
Myth: It is only for 2E



Myth: Data can only be
summative



Myth: Tier III
(pro)regress to the mean?



So what
does this mean for
gifted ?

- Structured supports for gifted students, whether identified or not.
- Professional development for staff- new strategies and tools.
- Conversations about meeting the needs of students in the gifted subgroup.
- Wrap around services for students with academic needs.
- Growth for **ALL** students!



Response
to
Intervention

Intensified,
individualized
progress
monitoring

Varied aptitude and
achievement tests,
as well as more
intense observations
using behavioral
checklists-

Baseline, standard
based quantitative
and qualitative
data.

*Rti for Gifted
Position
Statement
CEC*

Rti for gifted students
differentiates the depth
and breadth, pacing and
complexity of content for
students within each tier
through acceleration and
enrichment

Rti Regional
Support Document

A Resource Tool for our Journey

Response to Intervention

Intensified,
individualized
progress
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Rti Regional
Support Document

Acknowledgements:

We would like to thank the following individuals for their contributions and support in the development of the Rti Regional Support Handbook:

Dr. Mary Ruth Coleman, PhD, University of North Carolina, Chapel Hill
Beth Hahn, Ohio Department of Education
Sylvia St. Cyr, Hamilton County Education Service Center
Nicole Dietrich, Hamilton County Education Service Center
Cathy Reed, Hamilton County Education Service Center
Wendy Strickler, Hamilton County Education Service Center
Melanie Horwath, Hamilton County Education Service Center
Jeff Langdon, Oak Hills School District
Rachel Searcy, Oak Hills School District
Geoff Harold – Oak Hills School District
Alyssa Adkins – Oak Hills School District
Nancy McDermott, Southwestern Ohio Education Service Center
Laurie Frank, Sycamore Community Schools

We would like to especially express our appreciation to The Montana Department of Education for granting the committee permission to use portions of their work in developing this Rti and Gifted Model Guide for the State of Ohio.



How to determine when students move from Tier I to Tier II

- Utilize a combination of qualitative and quantitative measures
 - **Quantitative measures**
 - Analyze benchmark data at beginning of year to establish baseline
 - Review student academic data
 - Student consistently demonstrates mastery on assessments through universal screening, pre-tests, formative assessments and/or summative assessments
 - *Consistent performance of 90 - 95th percent demonstrates need for increased challenge, 75% suggests consideration for increased challenge/tiering of tasks*
 - Analyze grade level group achievement and/or ability test results on assessments such as the Measures of Academic Progress (MAP), Terra Nova, In-View, Iowa Test of Basic Skills, Stanford Achievement Test, Cognitive Abilities Test (CogAT) (See www.ode.state.oh.us for updated list of ODE approved assessments.)
 - **Qualitative measures**
 - Analyze behavioral checklist results from inventories such as the Teacher Observation of Potential in Students (TOPS) – Ages 5 – 9; Kingore Observation Inventory – K – 8
 - Continue ongoing progress monitoring of student performance data

NOTE: Can be used for any Tier- Intensity of assessments and observations increase at Tier II. If the general education teacher can provide for the needs of the students in the general education classroom, students do not need to move to Tier II. Tier II does not assume pull-out, could be push-in.

For students instructed in general education classrooms, documentation as to data goals, differentiation and student progress needs to be transparent showing evidence of academic growth.

How to determine when students move from Tier II to Tier III-

- Provide more intense, quantifiable evidence/documentation since supplanting curriculum)
- Utilize a combination of Aptitude and Achievement assessments
 - **Quantitative Measures**
 - Out-of-grade-level achievement test results such as EXPLORE, PLAN, PSAT, ACT, SAT, SCAT, PLUS, Measures of Academic Progress (MAP); above grade level end of year tests in content areas of strength (www.ode.state.oh.us)
 - Assessment should be at least 2 years above student's grade level
 - Score of between 50 – 74thile (when compared to national norms) is a good indication of aptitude (readiness to learn new content); student is ready for more advanced work in content area(s)
 - Score of at or above 75thile indicates student has exceptional aptitude in a subject area; student is ready for more advanced work in content area(s). Further testing may be warranted to determine level for which student is ready.
 - Content specific area assessments such as the TOMAGS (Test of Mathematical Abilities for Gifted Students) K – 6
 - Standardized Intelligence Tests- Example: Wechsler Intelligence Scale for Children (WISC IV)
 - **Qualitative Measures**
 - Analyze student assessment results on instruments specific to evaluation of gifted students.
 - Examples:
 - Iowa Scale for Whole Grade Acceleration
 - Scales for Identification of Gifted Students (SIGS)
 - SAGES (Screening Assessment for Gifted Elementary and Middle School Students)
 - GATES (Gifted and Talented Evaluation Scales)
 - PCA (Profile for Creative Abilities)
 - Continue ongoing progress monitoring of student performance data

Tier I – Core Classroom Instruction

Definition: “All students receive research based high quality general education that incorporates ongoing universal screening, progress monitoring, and prescriptive assessment to design instruction. Expectations are taught, reinforced, and monitored in all settings by all adults.” Students who score at the higher level of Tier I should be receiving instruction that will continue to keep them challenged. Mary Ruth Coleman, PhD

Tier I: Core Curriculum Instruction and Assessment	
Academic Support	Behavioral Support
Differentiating using Readiness, Interests and Learning Profiles	Counseling- over Excitabilities, Social Emotional, Self-awareness
High Level Questioning (ex. Bloom's)	Futures Planning
Advanced Placement	Learning Styles
Curriculum Compacting	Team Building
-Continuous Progress Curriculum- Mastery of Core via Pre-testing, Whole Class Screening – Modifications to Content, Process, Product (tiered assignments)	Channeling non-teacher pleasing behaviors into appropriate behaviors (ex. Dominant/bossy behavior into appropriate leadership)
Open Ended Assignments	Professional Development around Gifted Traits/Needs to further understanding of Gifted/Talented
Extension of Curriculum	
Differentiated Homework	
Scaffolding	
-Grouping- Purposeful Clustering, Flexible Skill Grouping, -Cooperative Learning thru Flexible Skill Grouping, Learning Profile, Student Interests, Like Abilities	
Progress Monitoring	
Post Secondary Extracurricular Options offered at High School	
Honors Classes	
Consultative Support from Gifted Intervention Specialist or someone trained around gifted	
Socratic Seminars/Debates	
Conceptual Discussions - Socratic Seminars	

Descriptors: Strategies and Interventions for Tier I

Component	Instructional focus supplemental/in addition to Tier I best practice.
High Quality Learning Opportunities	<ul style="list-style-type: none"> Small group enrichment/extension activities as determined by benchmark and progress monitoring data.
Curriculum	<ul style="list-style-type: none"> Focus on rich profound ideas of the discipline, consider student emotional and cognitive needs, provide problem solving opportunities, create unique products, be relevant to the students, engaging and challenging experiences to achieve appropriate value added growth.
Teacher	<ul style="list-style-type: none"> General education teacher with training in gifted characteristics.
Assessment (Suggestions)	<ul style="list-style-type: none"> Pre-assessments, formative assessments In Ohio, screening for gifted identification (i.e., observation scales, standardized assessments, etc.) Student demonstrations of learning/use of data to ensure continuous learning without ceilings for the gifted and/or talented learner. Parents informed of student progress.
Delivery Options	<ul style="list-style-type: none"> Gifted students more likely to retain science & math content accurately when taught 2 – 3 times faster than typical class pacing. Students are also significantly more likely to forget or mis-learn science & math content when they must drill and review it more than 2 – 3 times (Karen Rogers, PhD, 2002)
Setting	<ul style="list-style-type: none"> General education classroom with differentiation/grouping as appropriate.
Support	<ul style="list-style-type: none"> Ongoing professional development for all school personnel and ongoing monitoring/verification for fidelity of implementation of scientifically research based instruction strategies/interventions.

Descriptors: Strategies and Interventions for Tier I

Choice through Contracts, Centers and/or Independent Study	Provide opportunities for choices and flexibility such as choice board and Tic Tac Toe.
--	---

Compacting	To compact, the teacher must pre-test students and/or analyze student data in the content to be presented. Students mastering or nearly mastering the content, then move on to an advanced level of difficulty. Research Based Gains: .83 (Rogers, K., PhD, 2002)
Conceptual Discussion/Abstraction	High level discussion of themes, concepts, generalizations, issues and problems rather than a review of facts, terms and details.
Extensions, Open Ended Assignments and Problem Based Learning	Offer relevant extension options for learners who need additional challenges. Providing students with tasks and work that have various student outcomes utilizing a problem solving approach.
Flexible Assignments and Tasks	Offer different assessment options that allow students to demonstrate their mastery of new concepts, content, and skills (student structured projects and investigations)
Grouping	Regular opportunities to work in whole groups, small groups with a partner or in an independent setting.
Higher-order Thinking Skills	Questioning in discussion or providing activities based on processing that requires higher order thinking skills.
Learning Programs	Computer programs or websites to meet learners' needs.
Mini-lessons	Mini-lessons provide levels of scaffolding, support and challenge as needed for students of like ability/need.
Most Difficult First	Students can demonstrate a mastery of concept by completing the five most difficult problems with 85 percent mastery
Orbital Study	Student selected Independent investigations that orbit or revolve around some facet of the curriculum with teacher guidance
Pre-Assessment	Essential for compacting to determine students' readiness level.
Subject Integration "Theme-based" Units	Cross-curricular projects through concepts and themes (interdependence, change)
Tiered Assignments	All students explore the same essential ideas but work at different levels of depth and complexity.
Vary Levels of Complexity	Books and instructional materials at different levels of complexity to fit students' learning needs.
Vary Pacing	Allow students through content at appropriate pace appropriate for their learning needs.
Vary Tasks	Provide different homework options, writing prompts, projects and questions.

Adapted from:

- The Differentiated Classroom: Responding to the Needs of All Learners, Carol Ann Tomlinson
- Response to Intervention and Gifted and Talented Education, Montana Office of Public Instruction, Fall 2009

Tier II - Supplemental and Strategic Instruction and Progress Monitoring

Definition: Interventions/instruction provided to students who require specific supports to make continuous academic growth relative to their present level of performance based upon teacher and student data (pre-test, formative, summative). RtI for gifted is a systemic, ongoing decision-making process to determine effectiveness of interventions/programming options and assessment of learning for students whom tier I differentiated instruction strategies do not support adequate progress (academic growth). Tier II instruction may take place in addition to Tier I instruction or it may replace it entirely.

Instructional interventions are typically delivered in small groups of students with similar strengths, interests and needs.

Tier II: Supplemental Intervention and Strategic Monitoring	
Academic Support	Behavioral Support
Flexible Grouping for Content Across Grade Levels	Student Support Group
AP Classes (Research Based Gains .27)	Peer Mediation
Academic Venues/Competitions	Academic Venues/Competitions
Curriculum Compacting (Research Based Gains .83)	Curriculum Compacting (Research Based Gains .83)
Differentiated Assessment to Scaffold College and Career Readiness	Leadership Workshops
Mentorship (Research Based Gains over all .57; .47 Socialization; .42 Self-esteem)	Mentorship (Research Based Gains .47 Socialization; .42 Self-esteem)
Honor Classes	
Dual Credit	
Programs of Study- Pathways to the Future	

Component	Instructional focus supplemental/in addition to Tier II Best Practice
High Quality Learning Opportunities	<ul style="list-style-type: none"> • Homogeneous Groups • Explicit instruction targeting areas of need • Compacting • Opportunities for acceleration; content extension, depth and complexity

Tier III - Intensive and Individualized Interventions and Progress Monitoring

Definition: Refers to evidence based intensive targeted interventions for students whose academic and intellectual needs are not being met by Tier I or Tier II targeted instruction. Students requiring Tier III interventions perform significantly above their same aged gifted peers (who demonstrate appropriate academic growth through Tier I and Tier II supports). These students may require radical acceleration, dual enrollment, early entrance, specialized counseling, long-term mentorship; and/or participation in specialized classrooms or schools for gifted students.

Tier III instruction may take place in addition to Tier I and/or Tier 2 instruction or it may replace it entirely.

There exists a common perception of the extremely gifted as eager, academically successful young people who display high levels of task commitment. This has been refuted by research which demonstrates that many highly gifted children significantly underachieve in the regular classroom, and that, by the end of elementary school, many have almost completely lost their motivation to excel. (Gross & Feldhusen, 1990).

TIER III: Intensive & Individualized Intervention and Progress Monitoring	
Academic Support	Behavioral Support
Credit Flex	Internships
Radical Single Subject acceleration	Parent Support
Early Admission to College (Research Based Gain .3)	College and Career Counseling
Credit by examination (Research Based Gain .59)	Davidson Young Scholar's Program
Post Secondary Education Opportunity	Student Support Groups
Early Graduation	
Early Entrance- K/1	
Radical Acceleration	
Internship	
Academic Mentorship	
Whole Grade Acceleration	

Component	Instructional focus supplemental/in addition to Tier II Best Practice
High Quality Learning Opportunities	<ul style="list-style-type: none"> Homogeneous groups as appropriate and dependent upon availability of true peer group. Explicit instruction targeting areas of need Individually designed interventions, frequently including acceleration Curriculum should differ significantly in pace, level and complexity from same-age peers
Curriculum	<ul style="list-style-type: none"> Evidence based curriculum, instructional materials and strategies in core subject areas that expand and/or replace the core program. Tier I and Tier II instruction can be implemented when it aligns with the learning needs of the student (e.g. a student may need Tier III interventions/acceleration in math, but find the core curriculum in reading a good match)
Teacher	<ul style="list-style-type: none"> Gifted intervention specialist direct and/or consultative support General education teacher and/or other related/special education providers trained to teach/facilitate student programming Students may have instructors and/or mentors from outside the school district
Assessment (suggestions)	<ul style="list-style-type: none"> Pre-assessments, formative assessments In Ohio, screening for gifted identification (i.e., observation scales, out-of-grade level standardized assessments, diagnostic assessments, etc.) Student demonstrations of learning/use of data to ensure continuous learning without ceilings for the gifted and/or talented learner. Parents informed of student progress on a regular basis
Delivery Options	<ul style="list-style-type: none"> Part or all of the curriculum for same age peers may be replaced
Setting	<ul style="list-style-type: none"> Appropriate setting within the school, more than one school or outside of the school district dependent upon the required acceleration or intervention/level of needed instruction.
Support	<ul style="list-style-type: none"> Ongoing professional development for school personnel especially regarding options for acceleration and research regarding the positive effects of such interventions. Ongoing monitoring/verification for fidelity of implementation of scientifically research based interventions /strategies

Glossary of Key Terms

RtI for Gifted:

RtI for gifted students differentiates the depth, breadth, pacing and complexity of content for students within each tier through acceleration, extension and enrichment opportunities.

Tier I-Core Classroom Instruction:

"All students receive research based high quality general education that incorporates ongoing universal screening, progress monitoring, and prescriptive assessment to design instruction. Expectations are taught, reinforced, and monitored in all settings by all adults." Students who score at the higher level of Tier I should be receiving instruction that will continue to keep them challenged. Mary Ruth Coleman, PhD

Tier II-Supplemental and Strategic Instruction and Progress Monitoring:

Interventions/instruction provided to students who require specific supports to make continuous academic growth relative to their present level of performance based upon teacher and student data (pre-test, formative, summative). RtI for gifted is a systemic, ongoing decision-making process to determine effectiveness of interventions/programming options and assessment of learning for students whom Tier I differentiated instruction strategies do not support adequate progress (academic growth). Tier II instruction may take place in addition to Tier I instruction or it may replace it entirely.

Tier III-Intensive and Individualized Interventions and Progress Monitoring:

Refers to evidence based intensive targeted interventions for students whose academic and intellectual needs are not being met by Tier I or Tier II targeted instruction. Students requiring Tier III interventions perform significantly above their same aged gifted peers (who demonstrate appropriate academic growth through Tier I and Tier II supports). These students may require radical acceleration, dual enrollment, early entrance, specialized counseling, long-term mentorship; and/or participation in specialized classrooms or schools for gifted students.

Research Based Gains:

Refers to the effect size, which is the common statistic used for meta-analysis studies that helps summarize the strength of the relationship between two variables. Effect sizes range between 0 and 1, where a strong effect size is closest to 1. For purposes of the guide, effect size assists teachers in understanding which interventions may lead to better outcomes for students.

Progress Monitoring:

As students advance through grade levels, their academic progress is regularly monitored by students' teachers to ensure adequate yearly progress is being achieved. Progress monitoring includes: classroom performance, grades, assessments, progress towards goals, demonstrated accomplishments and products, and increases in intensity as students move through the tiers.

Assessing Your Readiness for Implementing RtI in
Serving Students who are Gifted
(Adapted from Assessing your school's RtI model, Susan K. Johnson)

Indicators of RtI Implementation	Not Present	Starting To move	Making good progress	Well established
School's/District's RtI model is flexible				
Staff view of RtI is for ALL students, not merely at-risk, students with disabilities				
School embraces a model that focuses on problem solving				
Services at each level are based upon student need rather than on student labels, sub-group designation				
School collects data on students' strengths as well as weaknesses				
Student data/information is collected frequently and/or on a regular basis				
Assessments have an adequate ceiling so that ALL student growth can be measured				
Comprehensive assessments evaluate both students' strengths and areas of needs				
Above-grade-level materials & assessments are available at each tier (especially for gifted students)				
Common core is differentiated and rigorous enough for gifted & academically advanced students to demonstrate their strengths				
Students may receive both intervention (ex. ESL, Title 1) and gifted education services				
Differentiation occurs at each tier				
Acceleration into above-grade-level content is supported/facilitated				
Opportunities are provided for students to pursue their interests				
Individual learning plans are maintained for academically advanced, gifted, and/or gifted students with disabilities or English language acquisition needs				
RtI teams include educators with expertise in gifted education, gifted intervention specialists				

Ohio School Districts



Does it
look the
or every district?

This is NOT a PDF!



Presented at the OAGC fall conference 2012

Rtl and Gifted

Defining the green!

- Tier One page 7

Definition:

All students receive research based high quality education that incorporates ongoing universal screening, progress monitoring, and prescriptive assessment to design instruction. Expectations are taught, reinforced, and monitored in all settings by all adults. Students who score at the higher level of Tier 1 Should be receiving instruction that will continue to keep them challenged.

Mary Ruth Coleman

Rti And Gifted

Discuss- Be ready to share out-

What does it mean to Grow the Green when thinking of teaching practices?



The only
way to
Grow the
green

Essential Question...

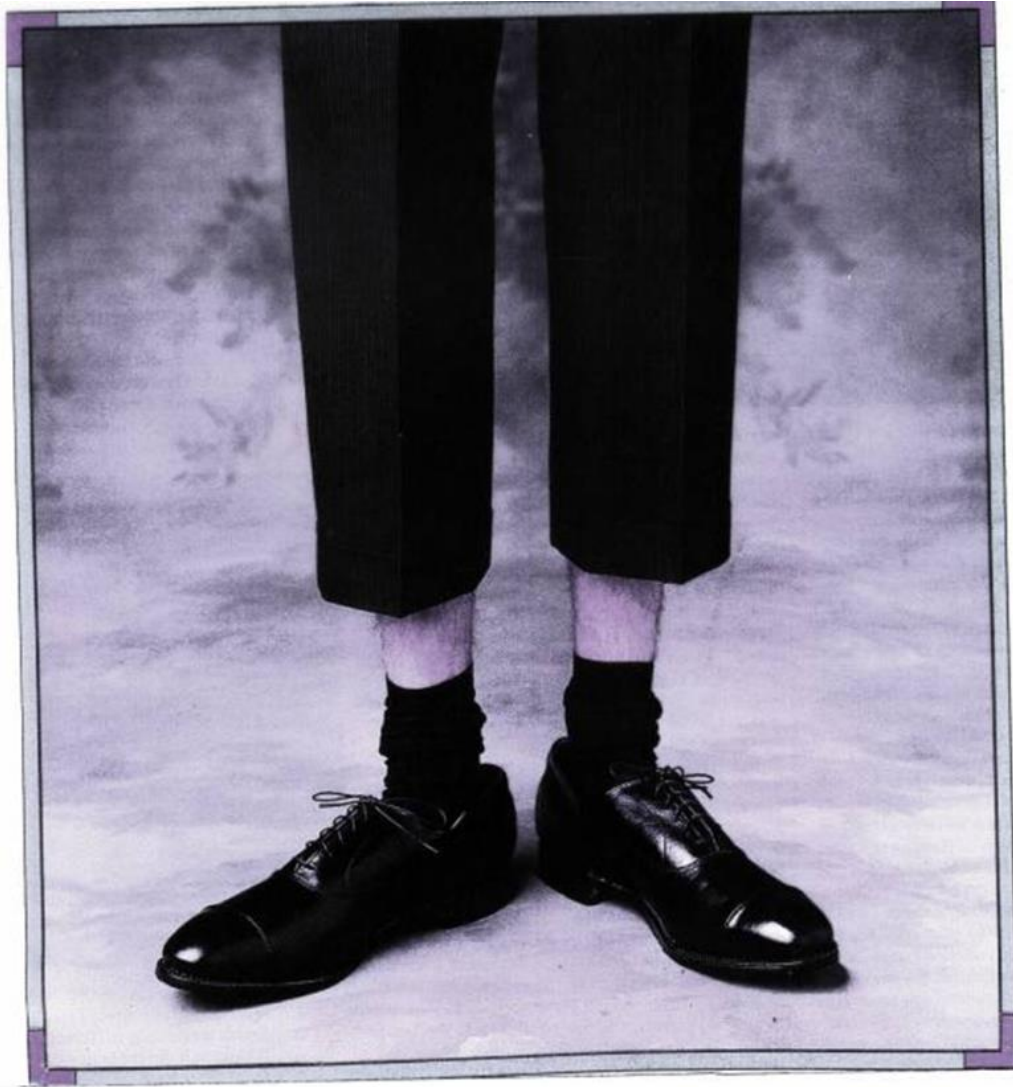
What
is



One way to think about differentiation

Differentiation is classroom practice that looks eyeball to eyeball with the reality that kids differ, and *the most effective teachers do whatever it takes to hook the whole range of kids on learning.*





ONE SIZE DOES NOT FIT ALL

"Defensible
differentiation
always teaches
up~
Never waters
down"



What is DI - Differentiation Central.wmv



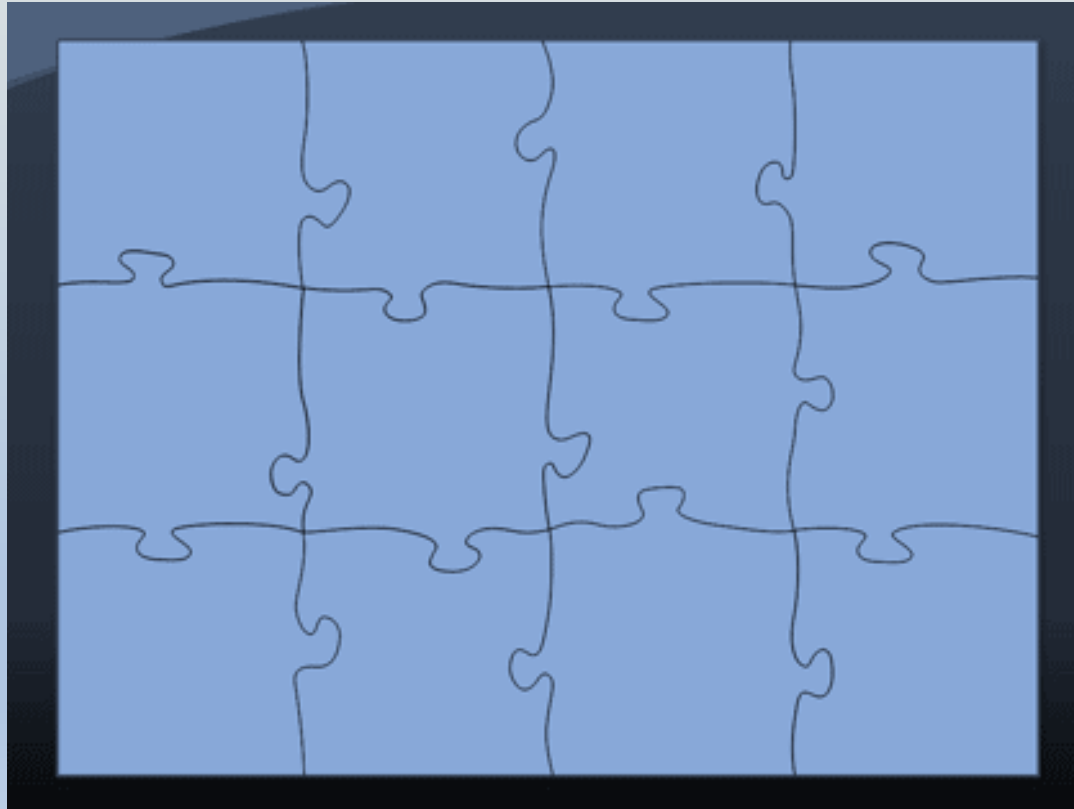
[Carol Ann Moment...](#)

"Disaggregate

the Students...

Into...

The student...."



learning

teaching



learning

teaching

Differentiation
must be an extension of,
not a
replacement for,
high quality
curriculum.



The best
differentiation
is Pro-Active
Not reactive...



I'm already differentiating!

“Creating a differentiated classroom is **not a yes/no proposition** but rather a continuum along which teachers move as they develop skills of responsive teaching.”

Carol Ann Tomlinson

When Differentiating Instruction, The Three Most Important Questions to Continually Ask Yourself...

What do I want my students to know, understand, and be able to do?

What will I do instructionally to get my students to learn this?

How will my students show what they know?



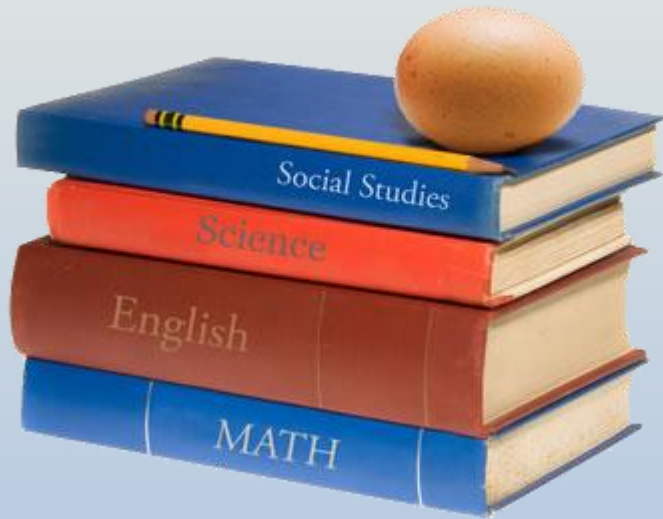
Differentiation encompasses:

Content-What

Process-How

Product Assessment

Content



is...the subject
matter of the
required program.
is...what the learner
will know.



CONTENT is what we want students to:

- know (facts and information)
- understand (principles, generalizations, ideas)
- be able to do (skills)

Ways

to Differentiate Content

- Mentors
- Flip Books
- Split Journals (Double Entry - Triple Entry)
- Books on Tape
- Digests/ "Cliff Notes"
- Note-taking Organizers
- Varied Texts
- Varied graphic organizers
- Independent Study
- Tiered Assignments
- Varied Supplementary Materials
- Highlighted Texts
- Skype with an expert
- Virtual Extensions (MIT Online, Harvard, iTunes U.)

*Think, Pair,
Share...*

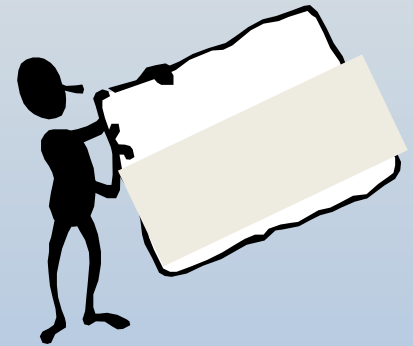
What's one more?

Tomlinson - '00

curriculum compacting

Bang for your Buck Alert...

What's a quick and easy way to differentiate content and support Ohio's New Learning Standards?



Research



Bang for your Buck

Infohio

Ask Act Achieve

<http://go.infohio.org/>

GO! INFOhio:
Ask! Act! Achieve!
go.infohio.org

Ask



- ? How do I decide on a topic?
- ? What do I already know?
- ? How do I begin my research?

Act



- ? How do I find valid information?
- ? How do I decide what information will answer my question?
- ? How do I organize my work?
- ? How do I...

Achieve



- ? How do I present my project?
- ? How do I publish my work?
- ? How do I evaluate my project?

Seinfeld, take us into the next
segment!



PROCESS

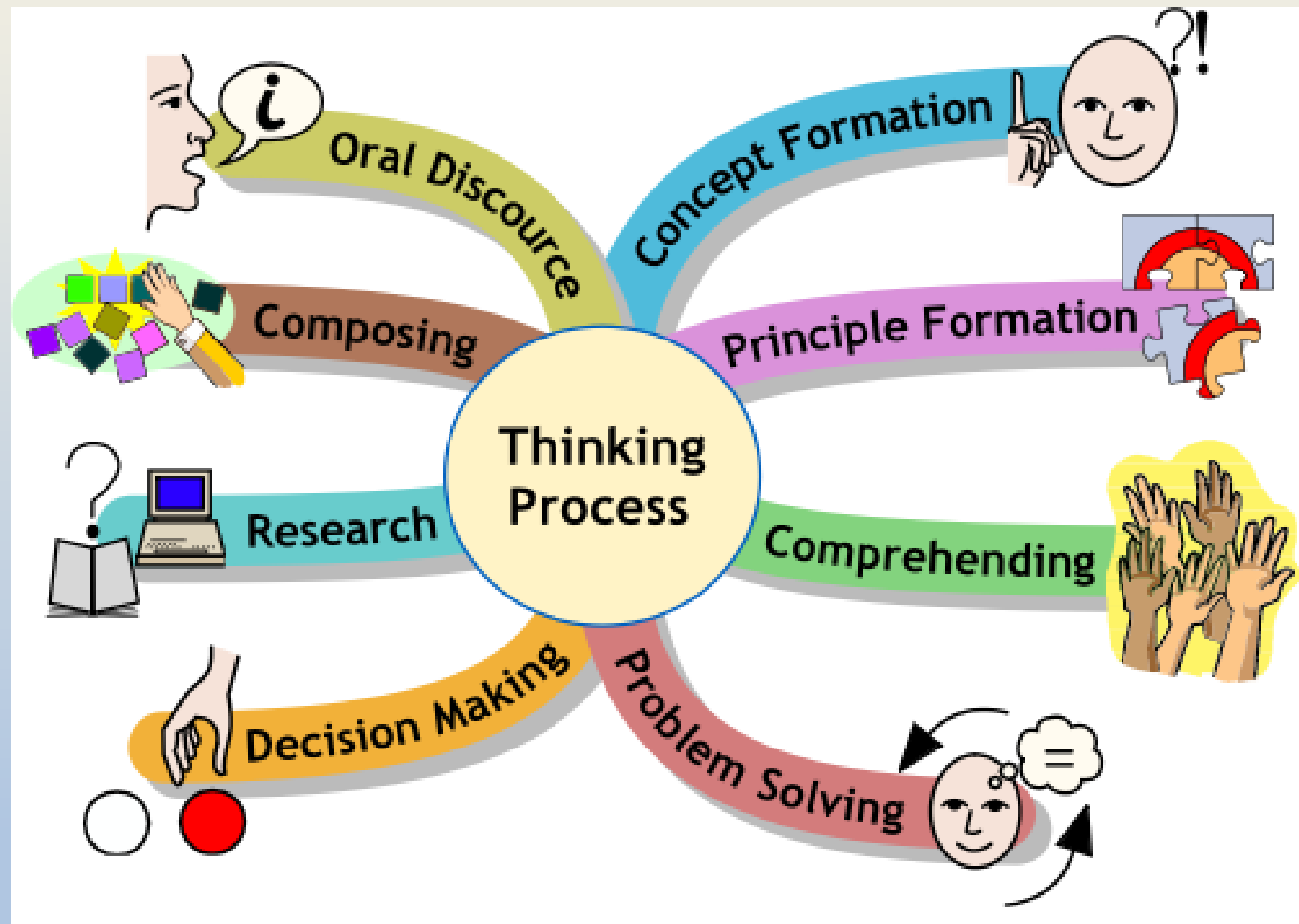
is...the cognitive, affective, and/or physical skills needed to learn the content.



PROCESS is the "how" of teaching. Process refers to the activities that you design to help students think about and make sense of the key principles and information of the content they are learning.



Carol Ann Tomlinson



WAYS

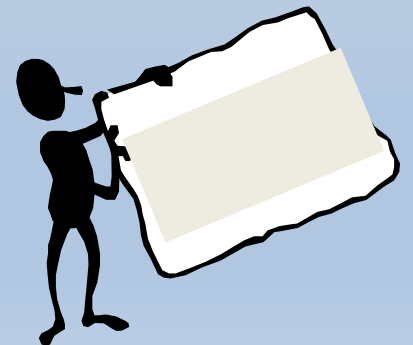
TO DIFFERENTIATE PROCESS

- Fun & Games (jeopardy, Who wants to be a Millionaire, bingo)
- RAFTs *
- Menu Boards*
- Cubing, Think Dots *
- Choices (Multiple Intelligences)
- Centers
- Stations
- Socratic Seminar
- Critical Thinking activities
- Tiered lessons

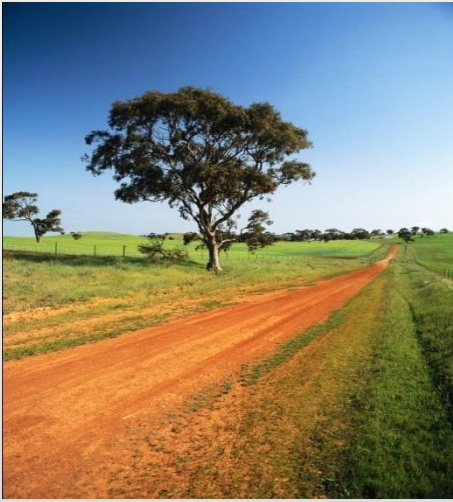
Bang for your Buck Alert

RAFT/S

Menu Boards and
Cubing



Squaring Off



R.A.F.T.s



Overview:

Students are presented with a menu of rigorous responses based on:

Role

Audience

Format

Topic



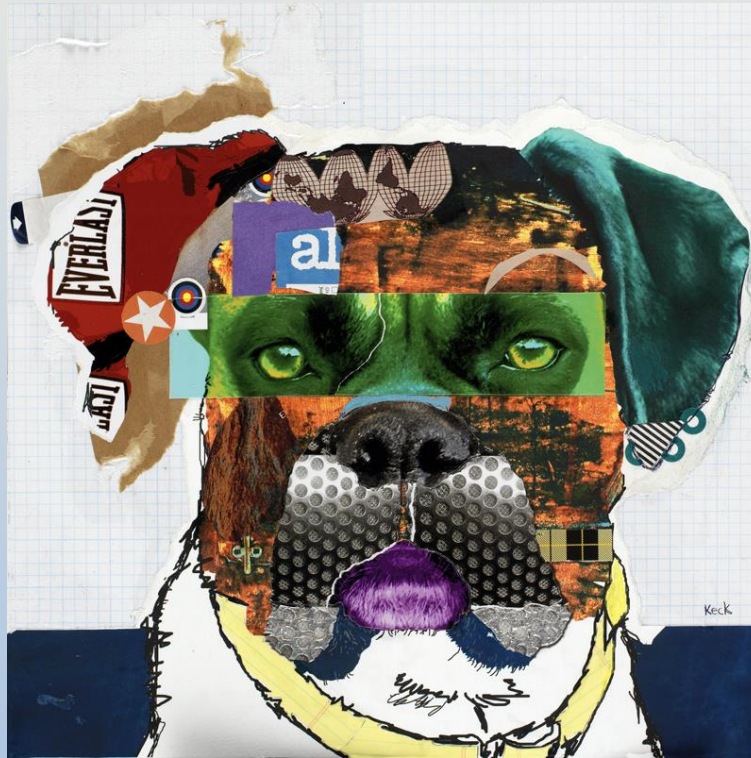
Role:

What Vantage Point to Explore...Perspective



*Who or what
will they pretend to
be
while they create
their product?*

Audience:



Who or what will their
target audience be?

Format:



What form will
their work take?
Does it convey
meaning?

Sample RAFT Formats

- Advertisements
- Affidavits
- Announcements
- Biographical sketches
- Blurbs
- Board game instructions
- Brochures
- Bumper stickers
- Captions
- Case studies
- Children's books
- Commentaries
- Debate outline/notes
- Declarations
- Definitions
- Dialogues
- Directions
- Editorials
- Encyclopedia entries
- Epitaphs
- Eulogies
- Expense accounts and defense
- Fact sheets
- Graffiti
- Greeting card of text
- Historical accounts
- Fairy tales, myths, novels, plays
- Poems
- Science fiction
- Songs and ballads
- Story beginnings/continuations
- Indexes
- Instructions
- Interviews (real or imaginary)
- Itineraries
- Job specifications
- Journal entries
- Lab reports
- Last wills and testaments
- Legal briefs
- Legislation
- Lesson Plans

More...

Topic:



**What issue,
question or
statement
are you addressing?
This is the **link to
your standards...****



Ramp it up...add a Strong Verb

R = Role

A = Audience

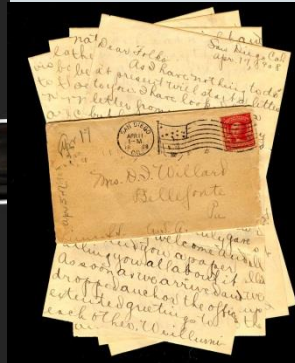
F = Format

T = Topic

S = Strong verbs

Action verbs that help you focus on what the writings about.

Use **strong verbs** to define what the writer is to do.



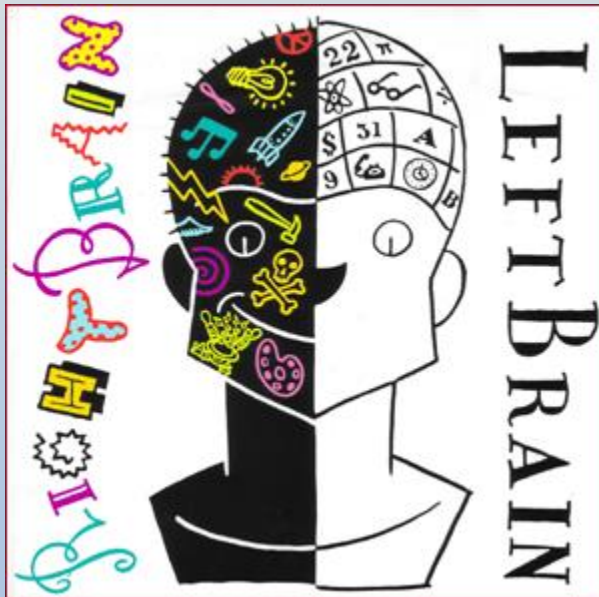
What is intent of the writing?
What is the writer trying to do?

RAFT Assignment

Unit/Theme: _____ Language/Level: _____

Role	Audience	Format	Topic	Strong Verb
Paul Revere	Columnists	Poster	Detailed Call to Action to get involved in the war effort.	Informing and persuading
British Soldier	Family	Letter	Updating them about the war (reasons and conditions)	Informing
Colonist	King	Complaint letter	Stop unfair taxation	Explaining threatening proposing
Paul Revere's Horse	Other War Horses	Map and memo	What it was like on The Midnight Ride	Detailing/Outlining
American Flag	British Citizens	Poem	Freedom from oppression	Inform/convince
Young Colonist Boy	Sons of Liberty	Resume	Why I should join	Convincing

Grab a cardstock sheet at your table.
Work with a small group
Choose one RAFT Activity
Decide on a STRONG VERB to add to the activity.
Be ready to share out with other group/s at table



3:00

Brain Break Activity



RAFTS

RAFTS Creator: Math, Social Studies and Science!

Bang

For your

Buck
alert!



You will write as though you are...

Writer's **ROLE** for this
Assignment

PRESS: Writer's **ROLE**

...writing something to be read or heard by...

Writer's **AUDIENCE** for this
Assignment

PRESS: Writer's **AUDIENCE**

The writing will take the form of...

The Written **FORMAT** for this
Writing Assignment

PRESS: Written **FORMAT**

...and will be about...

The Writer's **TOPIC** for this
Assignment

PRESS: Writer's **TOPIC**

Your piece of writing's purpose will be to...

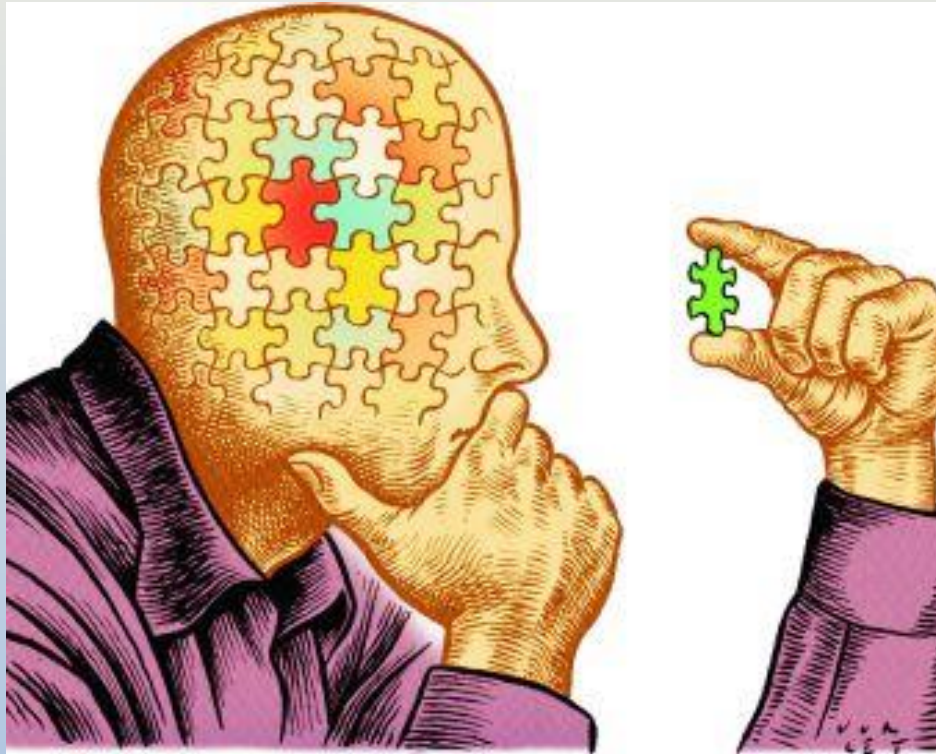
The Writer's **STRONG VERB** to
Achieve with this Writing

PRESS: Writer's **STRONG VERB**

Lunch break



Get your thinking back on track...



Differentiation puzzle

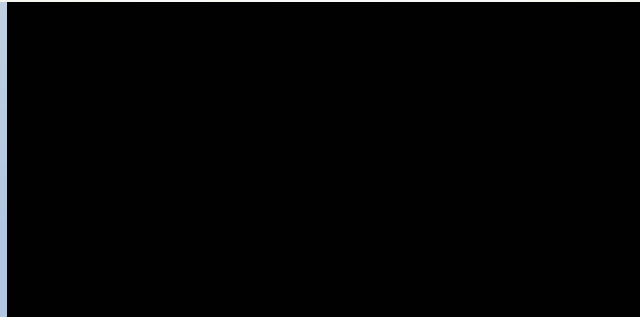
CHOICE BOARDS

Empowering Students through
CHOICE

while ensuring adherence to important
LEARNING GOALS



Sometimes you just want your choice!



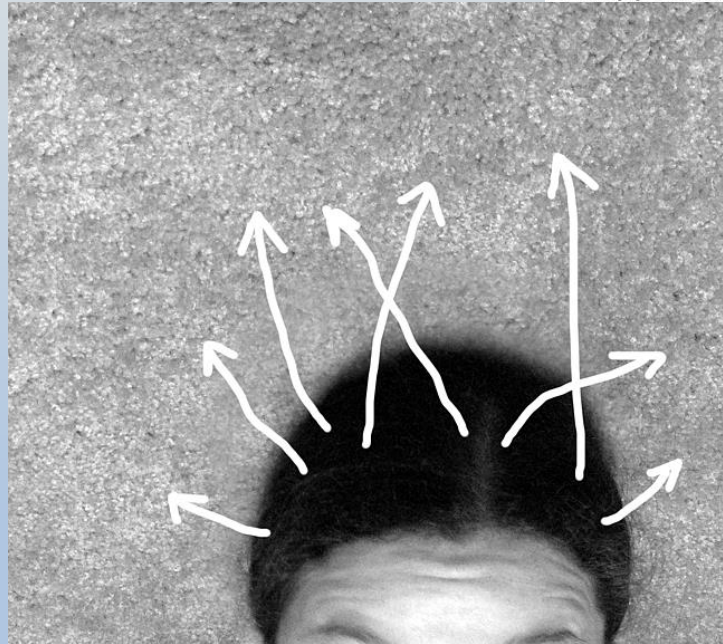
Choice Boards

A set of activities related to the same concept, essential question or big idea.

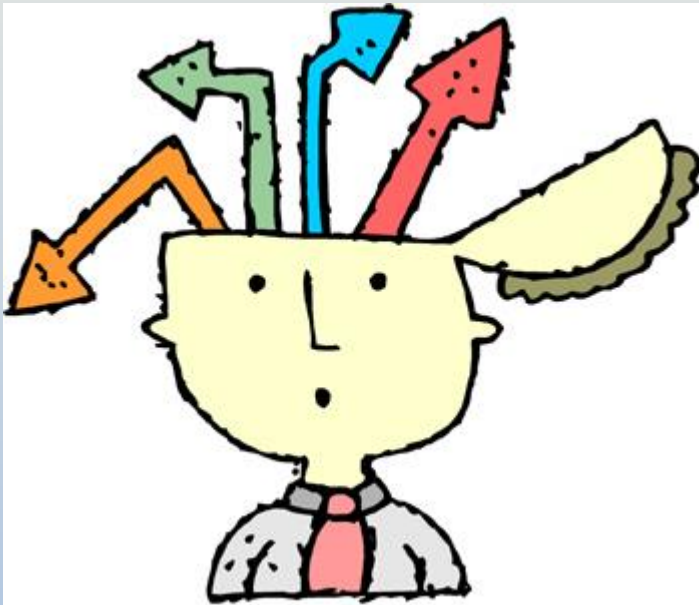
A Choice Boards could be based on:

- Bloom's Taxonomy
- Learning Styles
- Multiple Intelligences

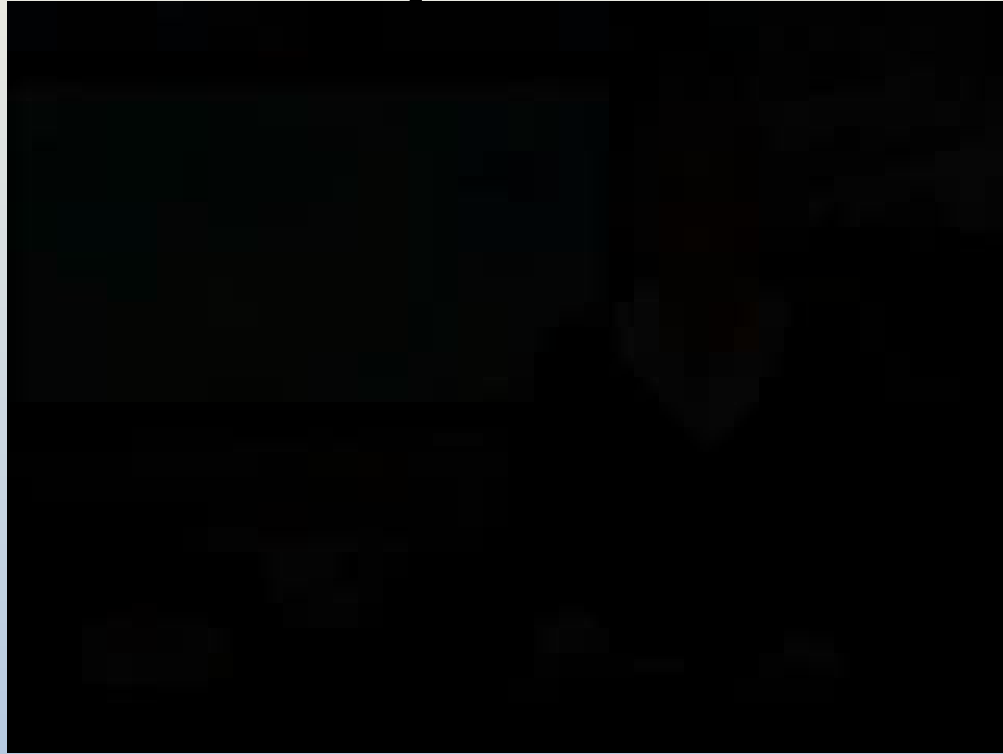
A **CHOICE BOARD** offers students a way to make decisions about what they will do in order to meet class requirements. A choice board could be for a single lesson, a week-long lesson, or even a month-long period of study.



Extension Menu's

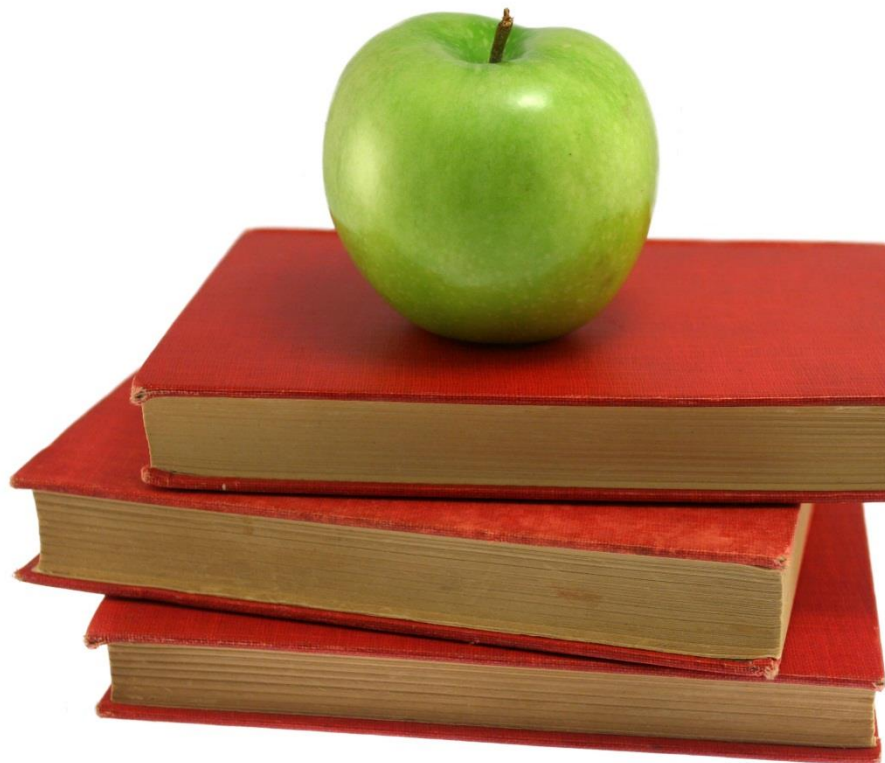


What's your order?



Not *that* kind of order!





Menu Planner

You may use this template to help you plan a menu for your classroom.

Menu:

Due: All items in the main dish and the specified number of side dishes must be completed by the due date - _____. You may select among the side dishes, and you may decide to do some of the dessert items, as well.

Main Dish (*Complete all*)

- 1.
- 2.
- 3.

Side Dish (*select _____*)

- 1.
- 2.
- 3.

Dessert (*Optional*)

- 1.
- 2.
- 3.

Menu Board Shake and Bake Activity...

- Check out the overview of menu boards in your handout.
- Bake up and Idea on how to use it in the classroom.
- Be ready to share out...



Grading a Menu Board

(One Option)

PROCESS and CONTENT

- Provide a grade for content understanding
 - Determine the major theme, guiding principle, or focus
 - Identify standards and the anticipated results (these will be evident in all activities)

PRODUCT and CONTENT

- Provide a grade for content representation
 - Create assessment criteria/checklists of requirements for the products

RAFT/S

Menu Boards and Cubing

Cubing- rolling for success

What is “cubing”?

- ❑ Cubing is an instructional strategy that asks students to consider a concept from a variety of different perspectives.
- ❑ The cubes are six-sided figures that have a different activity on each side of the cube.
- ❑ A student rolls the cube and does the activity that comes up.

Terrific Tips for Cubing:

- Use more than one cube. Each cube should contain commands and tasks that are aligned with the ability levels of the different groups.
- Create 1 average ability cube first. Then, use those tasks as a guide to create 2 other cubes- low ability and high ability.
- Allow students to roll the cube 2-4 times (if they choose) depending on the length and magnitude of the assignment.

Some types:

Question Cubes

Who	What	When
Where	Why	How
Might	Can	Will
Is	Should	Did

Story starter cubes

On the moon	Caught in a Tornado	The Best Vacation
The game winning play	The new invention	Favorite animal
The rainforest	On the farm	Cafeteria Disaster

Cube Commands

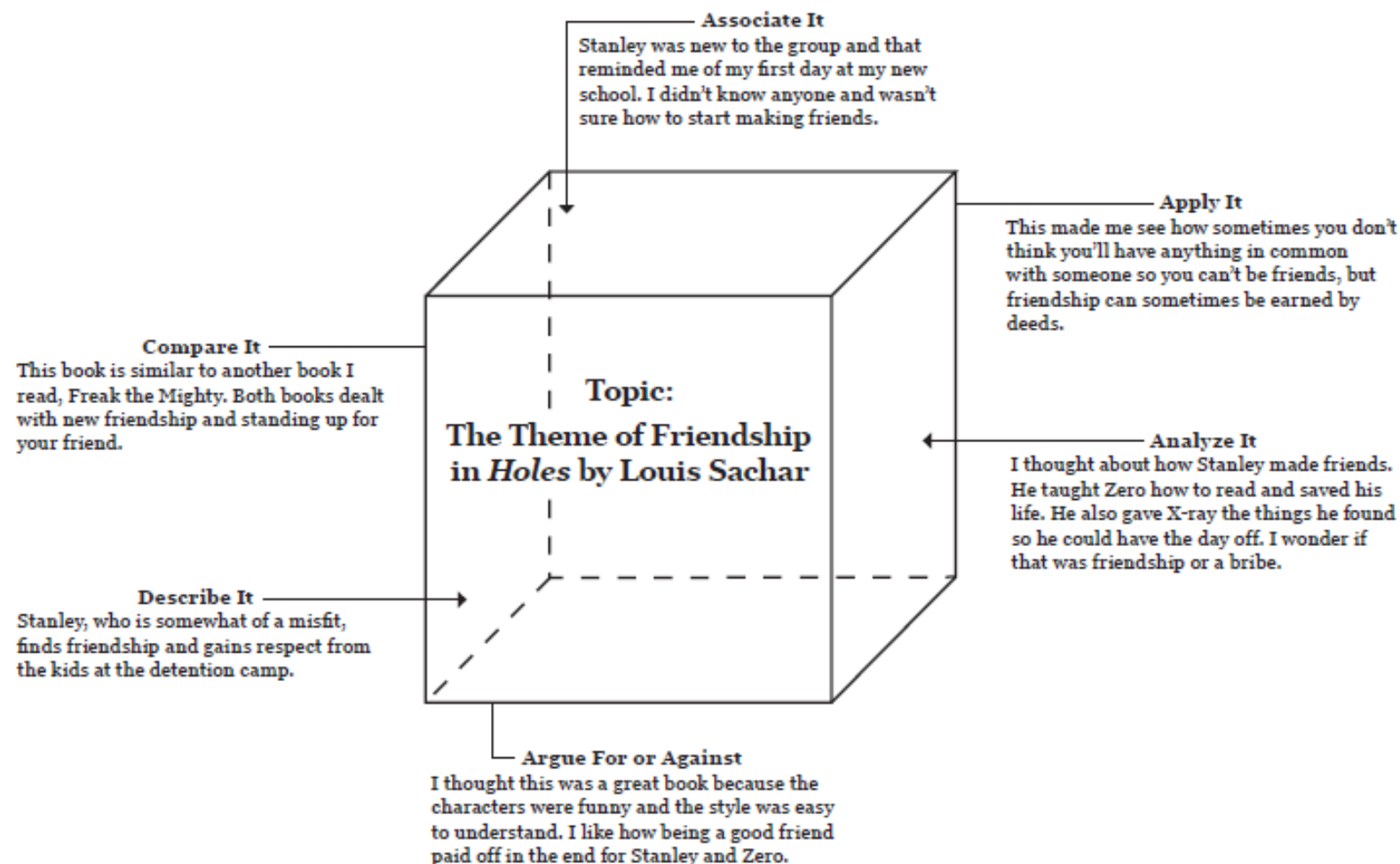
Describe	Illustrate	Evaluate	What is the significance of
Compare	Change	Cartoon	Put __ in historical perspective
Associate	Solve	Contrast	What are the causes/effects
Analyze	Question	Investigate	Relate ___ to ___
Apply	Rearrange	Argue for...	Tell the parts of
Connect	Satirize	Argue against...	In your opinion

Name: _____

Topic: Friendship in *Holes* by Louis Sachar—Intermediate Grades



Cubing



8th Grade Poetry

Setting
Illustrate the setting of your poem. Use color (markers, pencils) and give your picture a title that is connected to the poem but not the title of the poem

Theme
Describe the theme of your poem in a paragraph. Check for topic sentence, supporting details and conclusion

Figurative Language
Using a graphic organizer, list all the similes and metaphors in your poem. If you need help finding metaphors, consult With your group members

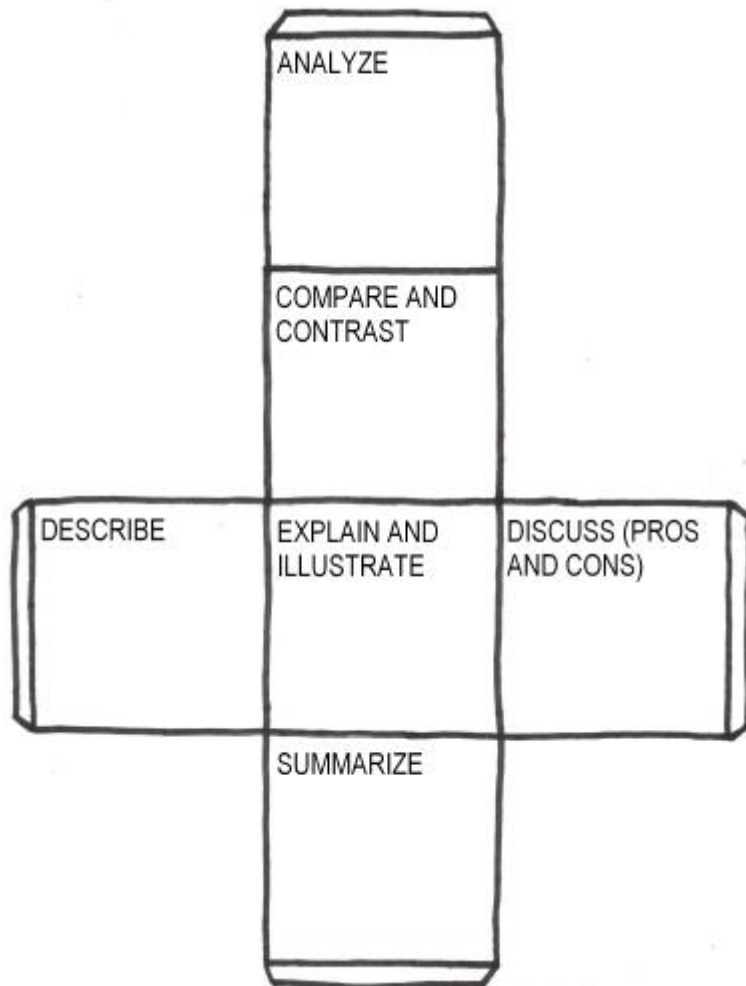
Line
Describe the way the lines are arranged

Rhyme
Figure out the rhyme scheme of the poem. Be prepared to teach it to the class.

Speaker
Describe the speaker of this poem. Be prepared to share orally.

Beth Atkins & Kay Brimijoin
(1999) Amherst, VA

Cubing



What is the point?

☐ gives students who like to use their hands and move around a chance to feel like they are “playing” while learning.

☐ gives students a chance to look at a concept from a series of different perspectives.

☐ allows the teacher to differentiate for readiness /process in a very un-obvious way.

Resource Alert!

CUBE CREATOR

Enter your name:

Then select which type of cube you would like to make by clicking one of the cubes below.

BIO CUBE



Use after reading or before writing a biography or autobiography

Planning Sheet

MYSTERY CUBE



Use after reading or before writing a mystery story

Planning Sheet

STORY CUBE



Use to map out the key elements of a story

Planning Sheet

CREATE-YOUR-OWN CUBE



Fill in your own questions and responses to a topic

Planning Sheet

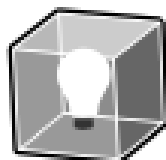
readwritethink

International
Reading Association

NCTE

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Thinkfinity | verizon foundation



CREATE-YOUR-OWN CUBE

Applying: What can you do with your topic? What uses does it have?		fold	
Describing: Physically describe your topic. What does it look like? What color, shape, texture, size is it? Identify its parts.	Comparing: How is your topic similar to other topics/things? How is it different?	Associating: What other topic/thing does your topic make you think of? Can you compare it to anything else in your experience? Don't be afraid to be creative here: include everything that comes to mind.	Analyzing: Look at your topic's components. How are these parts related? How is it put together? Where did it come from? Where is it going?
Arguing: What arguments can you make for or against your topic?		fold	

Cube created by:
Mrs. St. Cyr

Cut along the outside edges of your Cube. Then, fold along the dotted lines, making sure that your typed information stays on the outside. Tape the sides together to make a cube.

Hello Cubing: Meet the Common Core!

Cubing.

Start with a familiar topic and then move to more complex topics.

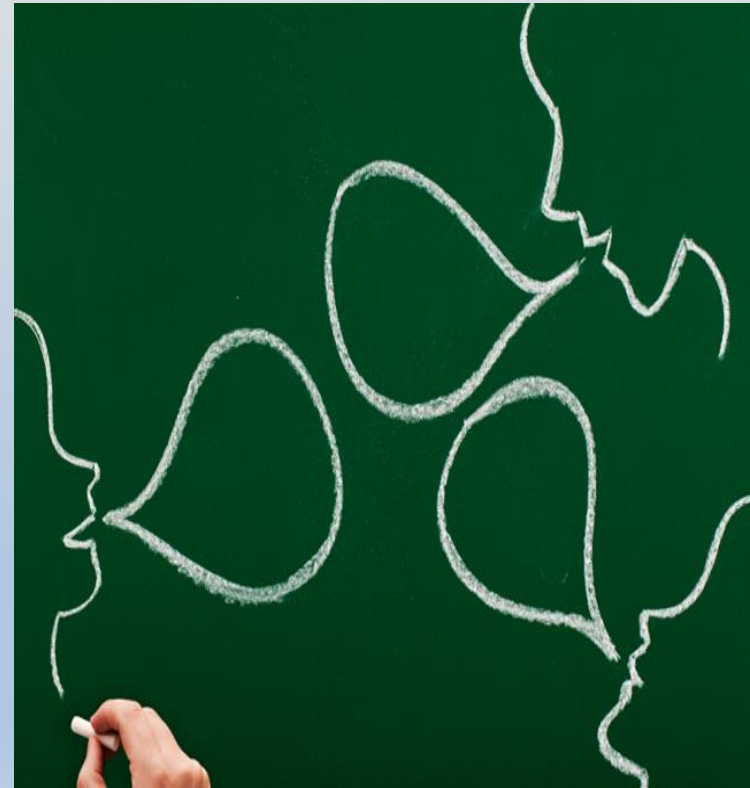
Create a cube (Readance, Bean & Baldwin, 2004). The six sides of the cube are:

- Describe it: colors, shapes, and sizes
- Compare it: what is it similar to or different from?
- Associate it: what does it make the student think of?
- Analyze it: tell how it is made or what it is composed of
- Apply it: describe how it is used or what can be done with it
- **Argue for or against it: Take a stand and list reasons. Support your argument with specific, researched facts.**

What would you cube?

Discuss with an elbow partner:

- How you have used cubing before.
- How cubing would work for a future unit of study.



Thinking Back to Seinfeld

How could Seinfeld have differentiated the process more effectively?



PRODUCT

is...the observable evidence of the degree of success that the student has assimilated the content and process.

is...how the learner will express and transfer what has been learned.

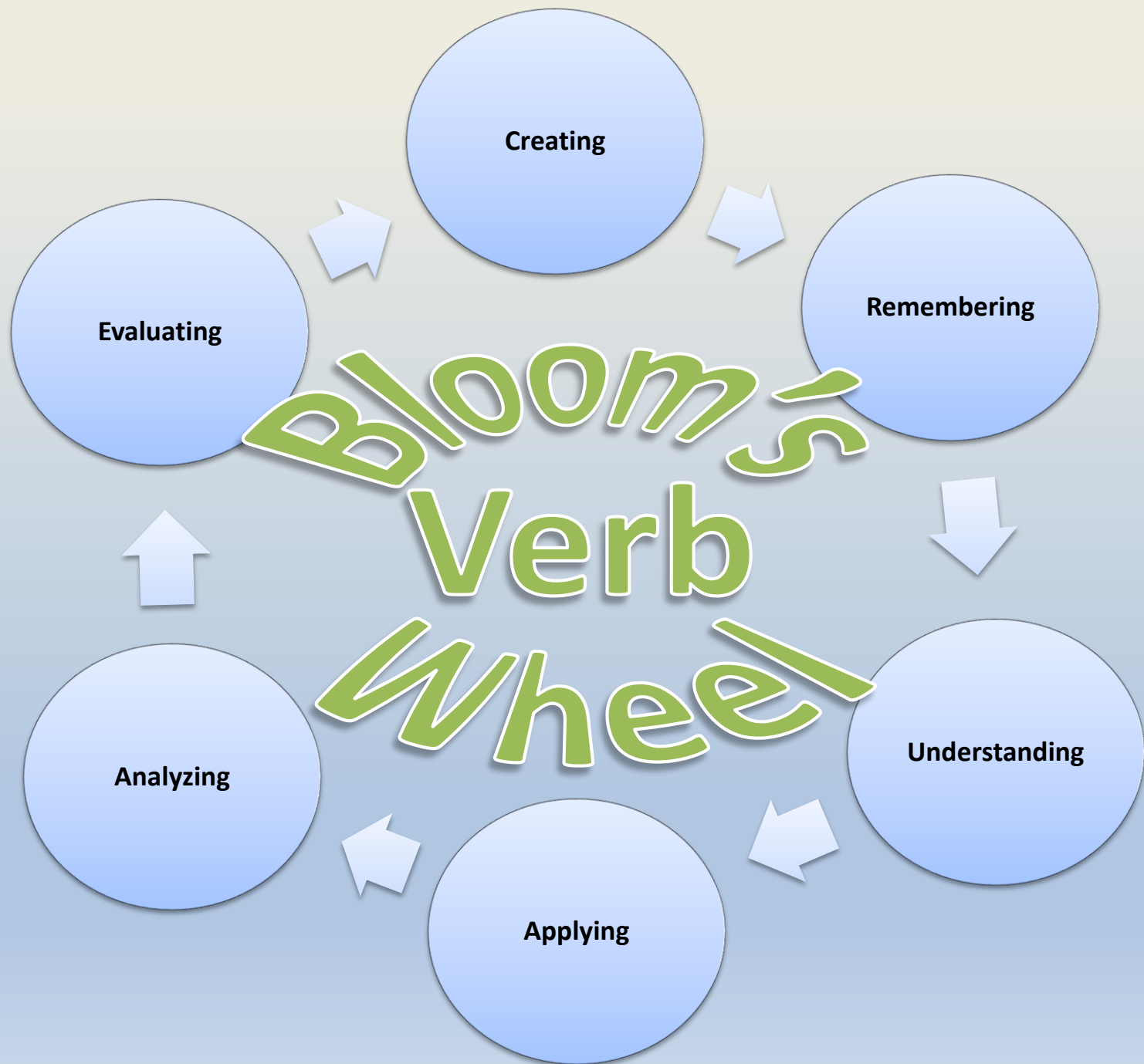


ways

to Differentiate Product

- Choices based on readiness, interest, and learning profile
- Clear expectations
- Timelines
- Agreements
- Product Guides
- Rubrics
- Evaluation





Reflective Activity

1. Look at the verb wheel
2. Find 2 student products you have already completed with your students
3. Share with your neighbor: two new products that connect with growing the green

Are they in the higher order thinking skills category? Give yourself some points, if so!

Verb Wheel Based on Bloom's Taxonomy

- Domain
- Appropriate verbs
- Student products



Bang for your Buck

Resource Alert



Putting what we learned so far
into practice with the differentiator!

Students will ... (click to enter content)

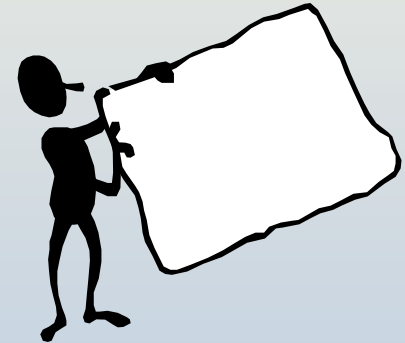
Thinking Skill	Content	Resources	Product	Groups	
Remembering	Understanding	Applying	Analyzing	Evaluating	Creating
Remember	Classify	Choose	Appraise	Appraise	Assemble
List	Describe	Demonstrate	Compare	Argue	Construct
Define	Discuss	Dramatize	Contrast	Contrast	Create
State	Explain	Employ	Criticize	Defend	Design
Repeat	Identify	Illustrate	Differentiate	Judge	Develop
Duplicate	Locate	Interpret	Discriminate	Select	Formulate
	Recognize	Operate	Distinguish	Support	Write
	Report	Sketch	Examine	Value	
	Select	Solve	Experiment	Evaluate	
	Translate	Use	Question		

<http://www.byrdseed.com/the-differentiator/>

Oregon City Schools RtI and Gifted

Snowball activity:

What's in the green in Oregon??

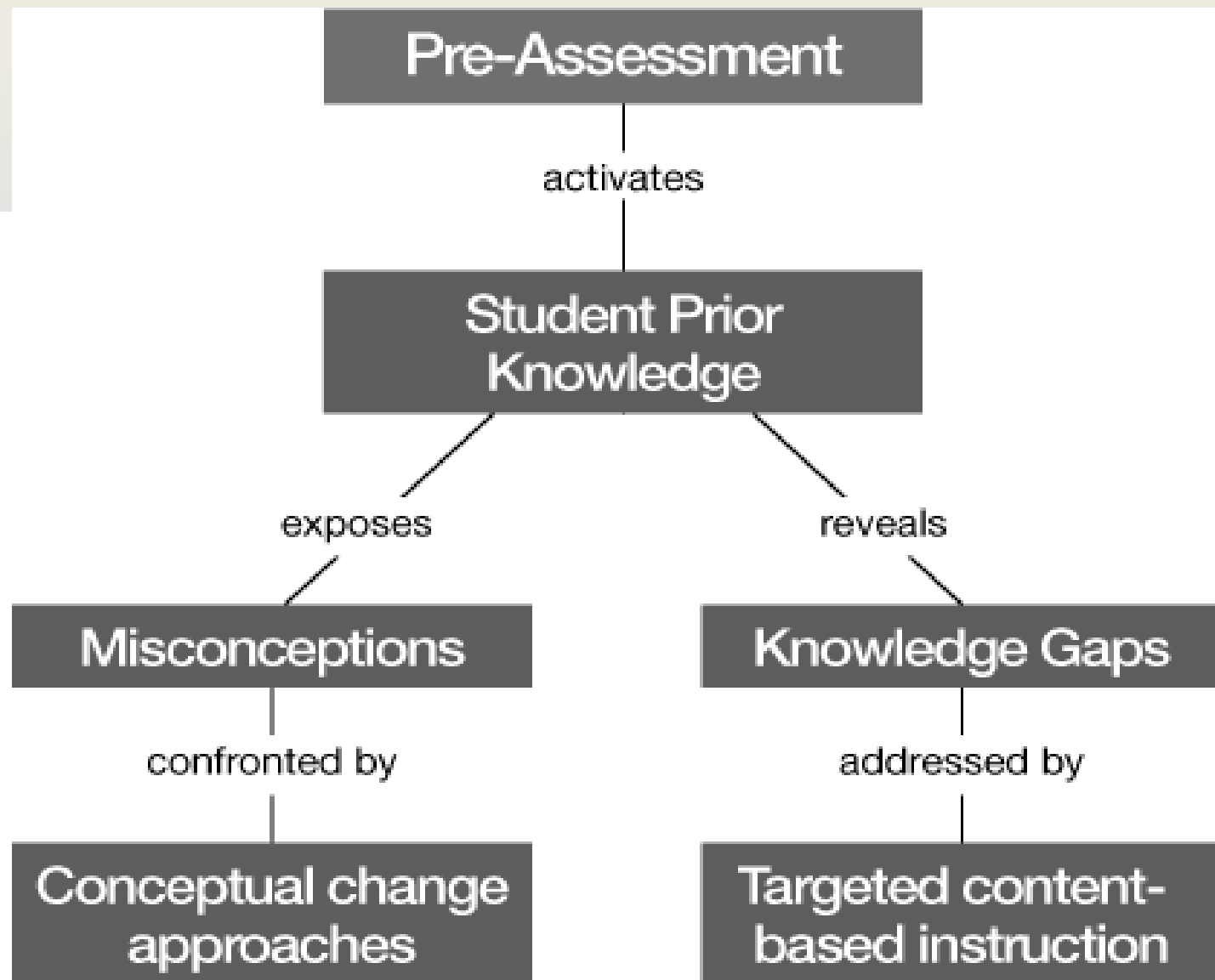


Tier I: Core Curriculum Instruction and Assessment	
Academic Support	Behavioral Support
Differentiating using Readiness, Interest and Learning Profiles	Counseling- over Excitabilities, Social Emotional, Self-awareness
High Level Questioning (ex. Bloom's)	Futures Planning
Advanced Placement	Learning Styles
Curriculum Compacting	Team Building
-Continuous Progress Curriculum- Mastery of Core via Pre-testing, Whole Class Screening - Modifications to Content, Process, Product (tiered assignments)	Channeling non-teacher pleasing behaviors into appropriate behaviors (ex. Dominant/bossy behavior into appropriate leadership)
Open Ended Assignments	Professional Development around Gifted Traits/ Needs to further understanding of Gifted/Talented
Extension of Curriculum	
Differentiated Homework	
Scaffolding	
-Grouping- Purposeful Clustering, Flexible Skill Grouping, -Cooperative Learning thru Flexible Skill Grouping, Learning Profile, Student Interests, Like Abilities	
Progress Monitoring	
Post Secondary Extracurricular Options offered at High School	
Honors Classes	
Consultative Support from Gifted Intervention Specialist or someone trained around gifted	
Socratic Seminars/Debates	
Conceptual Discussions - Socratic Seminars	

Rtl and Gifted FOR ALL TIERS

How can you
Get to know
your students
academically?





**"Assessment is today's means of
modifying tomorrow's instruction."
Carole Tomlinson**

At what point/s today were you pre-assessed?





[pre-assessment](#)



I've mapped out the concepts I've already grasped to save you time.

Rtl and Gifted FOR ALL TIERS

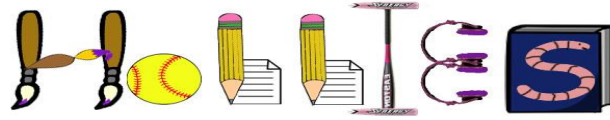
How can you get to know
your students' individual
interests and social
emotional needs?

Interest

Interest refers to a child's affinity, curiosity, or passion for a particular topic or skill.



Amateur Astronomy
 Amateur Radio
 Arts
 Beachcombing
 Beadwork
 Bell Ringing
 Birding
 Button Collecting
 Candle Making
 Casino Gambling
 Cloud Watching
 Collecting
 Crafts
 Crochet
 Cross-Stitch
 Crossword Puzzles
 Diecast Collectibles
 Digital Photography
 Dolls
 Drawing
 Dumpster Diving
 Electronics
 Fishing
 Freshwater Aquariums
 Frisbee Golf - Frolf
 Games
 Geocaching
 Genealogy
 Golf
 Guitar
 Handwriting Analysis
 Home Theater
 Hula Hooping
 Illusion
 Jet Engines
 Jewelry Making



**Do your students have
any of these hobbies?**

Juggling
 Kites
 Knitting
 Knotting
 Macramé
 Magic
 Models
 Motorcycles
 Needlepoint
 Painting
 Photography
 Pottery
 Puppetry
 Pyrotechnics
 Quilting
 Reading
 Rockets
 Rock Collecting
 Rummage Sales
 Saltwater Aquariums
 Skateboarding
 Scrapbooking
 Sewing
 Sketching
 Soap Making
 String Figures
 Tennis
 Textiles
 Tombstone Rubbing
 Tool Collecting
 Toy Collecting
 Treasure Hunting
 Urban Exploration
 Woodworking
 Writing

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guy
rGdd



search ID: gra0604115

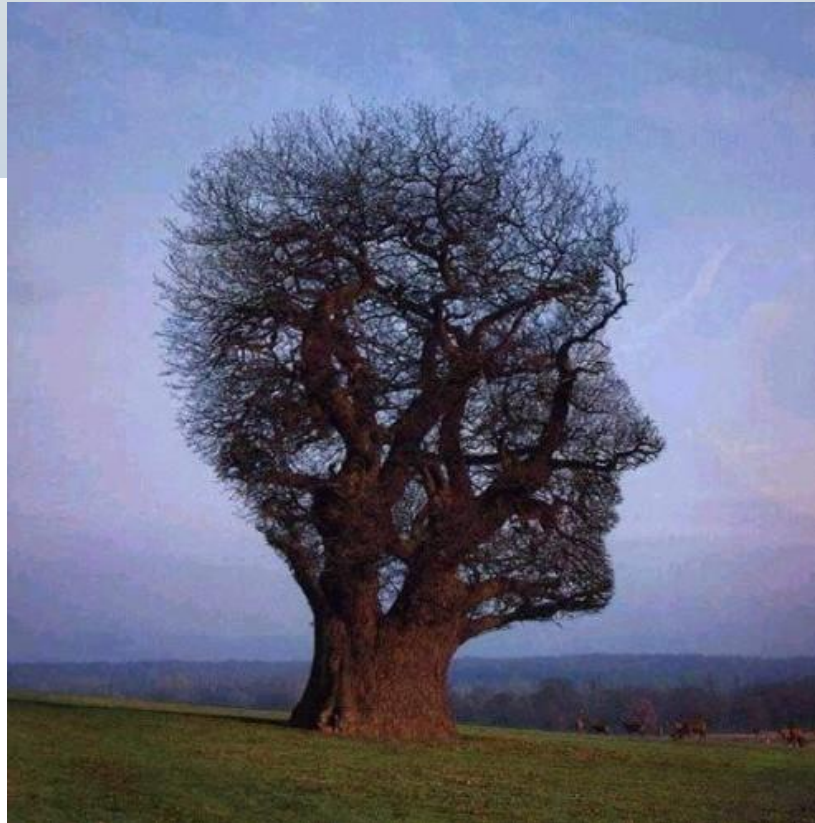
STEVE WAS INNOCENTLY PLAYING WITH
HIS FLAGS WHEN, ALL OF A SUDDEN,
SOMETHING TERRIBLE HAPPENED.

Rtl and Gifted FOR ALL TIERS

How can you
get to know
your students'
learning
styles?

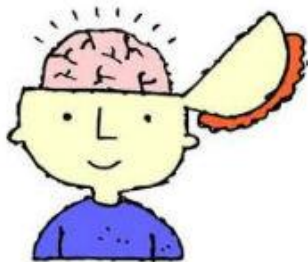
Learning profile

Learning profile has to do with how students learn. Some are visual learners, auditory learners, or kinesthetic learners.



Open-Minded

I appreciate my culture and the views, values, and traditions of other individuals and cultures.



Risk Taker

I am brave and courageous. I explore new roles, ideas, and strategies.



Inquirer

I am curious. I ask questions. I love to learn.

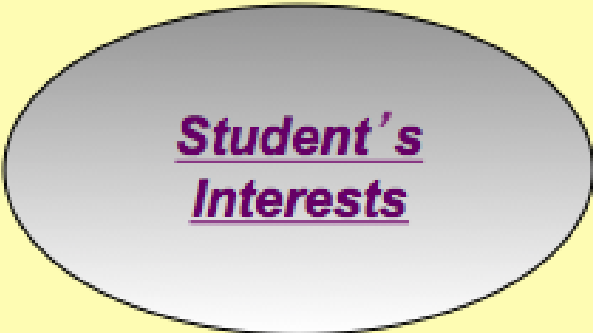


Balanced

I take care of my mind, body, and feelings.



Learner Profile Card

Gender	Stripe
Auditory, Visual, Kinesthetic Modality	Analytical, Creative, Practical Sternberg
	
Multiple Intelligence Preference Gardner	Array Inventory

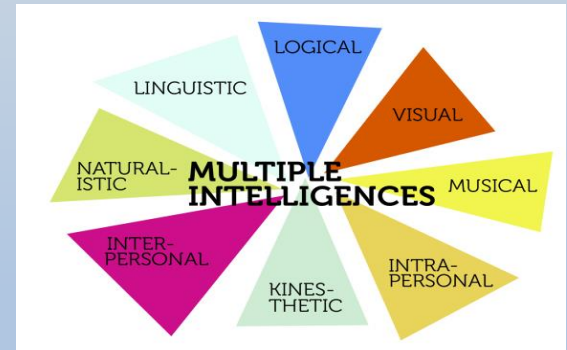


Bang for your Buck Alert



Wiki resources-

- Online learning styles assessments that tabulate



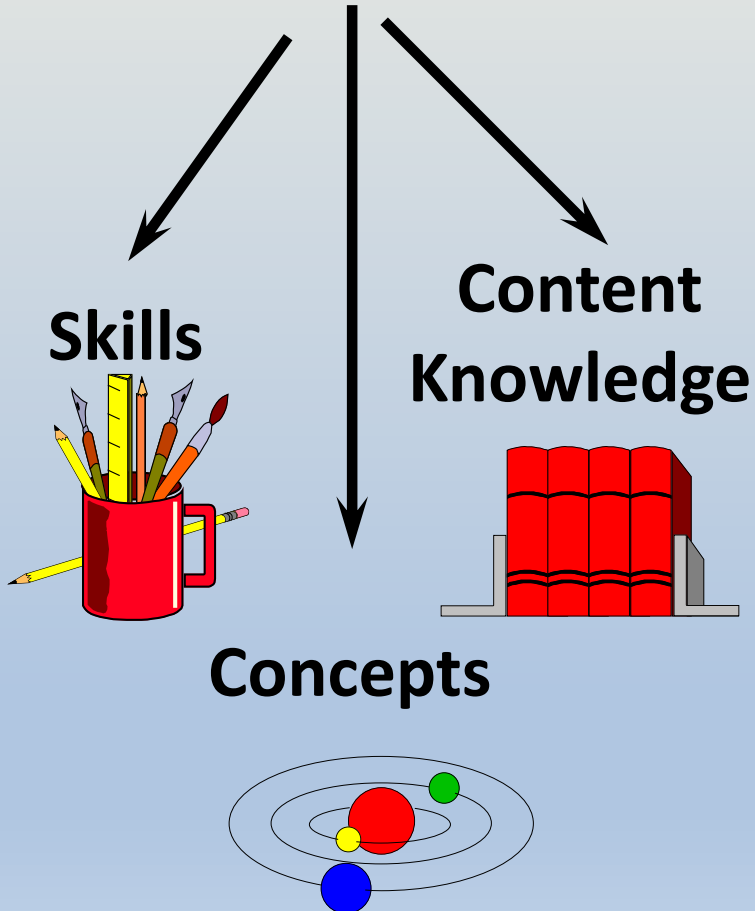


"As we start a new school year, Mr. Smith,
I just want you to know that I'm an Abstract-
Sequential learner and trust that
you'll conduct yourself accordingly!"

Browning

Pre-Assessment

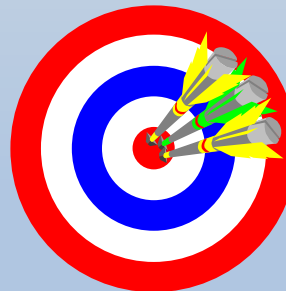
READINESS



Survey

INTEREST

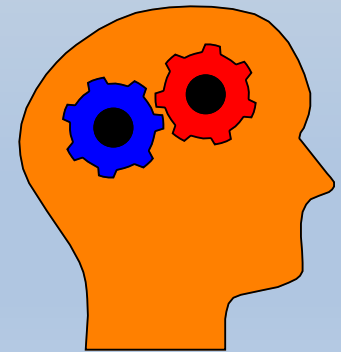
- Interest Surveys
- Interest Centers
- Self-Selection



Inventory

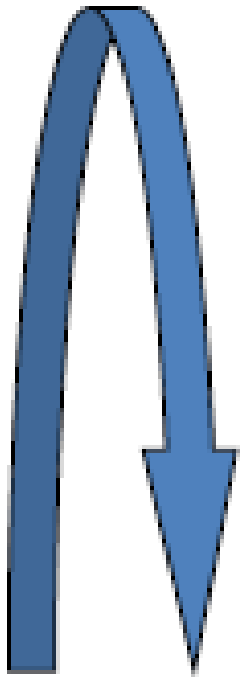
LEARNING PROFILE

- Areas of Strength and Weakness
- Work Preferences
- Self Awareness



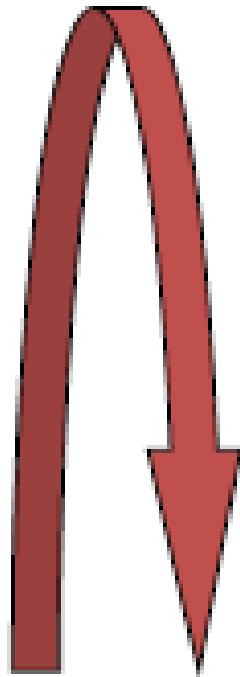
What's the Point?

Readiness



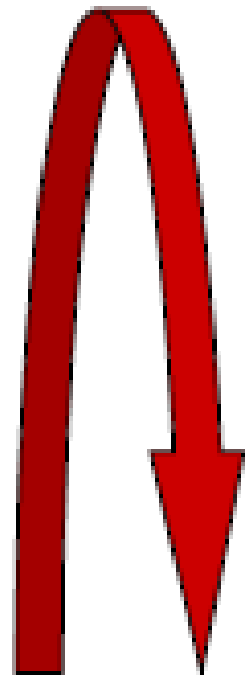
Growth

Interest



Motivation

Learning
Profile



Efficiency

Carol Ann's Overview



Homepage - Differentiation Central.wmv

Reflect

Do we have interim supports
for students that are in our
classrooms and continue to
need more challenges?

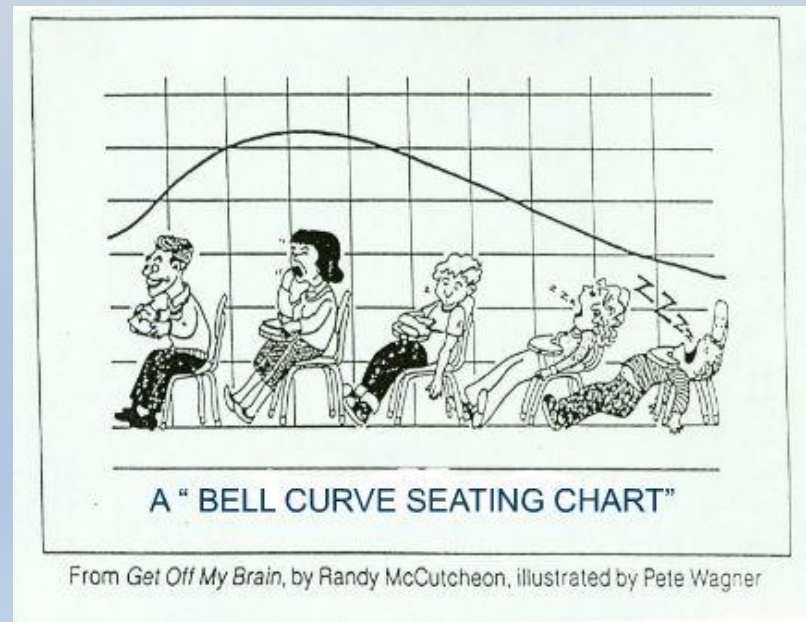
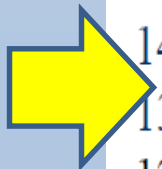
Rtl and Gifted

Sometimes it's not easy being green!

Imagine you are one of the students at the top!

What measure/s would you use to consider moving students to yellow?

160	Very Superior	1 in 10,000
150	Very Superior	9 in 10,000
140	Very Superior	7 in 1,000
130	Superior	3 in 100
120	Superior	11 in 100
110	Bright	27 in 100



Rti and Gifted

What to do with the yellow?

Rtl and Gifted

Page 5, 10-12

- Process the information
- Discuss
- Record
- Consider
- Share

5 minute processing
activity

What's different in the yellow?

130	Superior	3 in 100
120	Superior	11 in 100

- Population of students
- Intensity of intervention
- Intensity of documentation
- Different ***qualitative*** measures

Qualitative Measure Review

TOPS

Teacher Referral Form and Checklist (Grades K-3) (4-8)
Renzulli's Checklist

Discuss and consider:

- Do we have any materials like this place?
- Do they serve a purpose with RtI and gifted?
- How do they help establish the need for movement between the tiers?
- Are quantitative measure (i.e. normed data) all we need instead?

Break time



Example of a system for Tier II Students

Work with a partner to review the quantitative measures and resources to accompany.

Be ready to share 1 favorite practice and 1 way to implement.



Tier III

Case Studies:

Nathan

What if you were his parent?

Would you have to move to serve this student??

How would you, as a teacher, address his needs?

What about students in your district that have similar needs?

Do we want Tier III students to regress to the mean????



Davidson Institute
for Talent Development

Tier III Gifted Students need:

Acceleration
Early Entrance to College
Credit by Examination
Radical Subject Acceleration
Mentorship
Internships
Compacting
Accommodations
Case management

What's in your Tier III?



Every Rtl and Gifted supporter's
dream!

Wiki Source Review Time



Come back ready to share one good resource that's perfect for your grade level.

Putting it all together
One example

Practical Ideas that Really Work for Students who are Gifted

Consider the evaluation form-

What part of the system does it connect to?

Would you use this with all tiers?

Future PLC Work



So many ideas... so little time

Spend 15 minutes reviewing the 24 ideas

Choose your top two favorites

Why are they your favorite? How would you use them?

How does this resource fit in with RtI and gifted?

Bang for your Buck

Resources for the Road

- THE WIKI SITE
- Rtl Document
- PRACTICAL STRATEGIES
- DI strategies

RtI and Gifted-
Give it the Extra Degree!



HEAT THINGS UP!

Rtl and gifted



challenge

Exit Ticket

On the top of your manila folder:

- Commit to **ONE** change in practice based on today's learning.
- Commit to exploring **TWO** new resources.
- Commit to **THREE** years of steady, incremental changes to transition.

Thanks!



Thanks!